

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

Commissioned by



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# PE and sport premium monitoring and tracking form



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

## Useful Links:

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

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



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

**Remember** - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

| Swimming and Water Safety                                                                     | What went well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | What didn't go well? Supporting evidence?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 meters       | <p>Swimming attainment improved during 2024/25 following the introduction of targeted swimming provision and top-up support. Assessment records showed a 12% increase in the number of pupils meeting the 25m and stroke requirements compared to the previous year. Of the pupils who attended swimming lessons, 67% successfully achieved the 25m standard. Earlier identification of non-swimmers enabled targeted intervention and improved progress throughout the year.</p> <p><b>Evidence:</b> Swimming assessment records, top-up session registers and pupil progress tracking data.</p> | <p>Despite improvements, swimming attainment remained below national expectations. Around one third of pupils attending swimming lessons did not achieve the 25m standard by the end of the programme, indicating that further intervention and additional swimming opportunities were required. Limited pool availability and curriculum time continued to present challenges in helping all pupils achieve the expected standard.</p> <p><b>Evidence:</b> Swimming assessment records showing 67% achievement of the 25m standard.</p> |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | <p>Pupils developed competence across a range of recognised swimming strokes through regular lessons and targeted swimming provision. Assessment records showed an increase in the number of pupils meeting both the distance and stroke requirements, demonstrating improved technique and confidence in the water. Earlier identification of need allowed staff and instructors to provide more focused support.</p> <p><b>Evidence:</b> Swimming assessment records showing a 12% increase in pupils meeting the 25m and stroke requirements.</p>                                              | <p>While many pupils made progress, not all pupils were able to demonstrate effective use of a range of strokes by the end of Year 6. Some pupils required additional support to consolidate swimming technique and apply different strokes confidently over longer distances.</p> <p><b>Evidence:</b> Approximately 33% of swimming participants did not meet the full swimming requirements.</p>                                                                                                                                       |
| 3. Perform safe self-rescue in different water-based situations                               | <p>Water safety was a significant strength of the swimming programme. All pupils who attended school swimming lessons received water safety instruction and developed knowledge of safe entry and exit techniques, floating and treading water, recognising hazards and responding appropriately in emergencies. As a result, 100% of pupils participating in swimming lessons were taught key water safety skills.</p> <p><b>Evidence:</b> Swimming lesson records and water safety programme records showing 100% participation in water safety education.</p>                                  | <p>Although all participating pupils received water safety instruction, some pupils would benefit from additional opportunities to revisit and practise self-rescue skills in a wider variety of water-based scenarios. Opportunities to reinforce these skills outside of the swimming programme were limited.</p> <p><b>Evidence:</b> Water safety instruction was delivered during swimming lessons, but opportunities for further practice beyond lesson time were limited.</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?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> | <ul style="list-style-type: none"> <li>Staff confidence and subject knowledge improved through regular co-teaching alongside specialist coaches, allowing teachers to observe, practice, and apply effective PE delivery strategies.</li> <li>The permanent PE coach provided consistent support, modelling high-quality lessons and supporting planning and delivery across year groups.</li> <li>Staff demonstrated improved ability to adapt activities for SEND pupils and deliver a wider range of sports confidently.</li> <li>CPD opportunities linked to external programs (e.g. Chance to Shine, hockey, dance, cycling) broadened staff experience and knowledge across different activity areas.</li> <li><b>Evidence:</b><br/>Lesson observations, staff feedback, co-teaching records, improved lesson structure and differentiation, increased staff independence in delivery.</li> </ul> | <ul style="list-style-type: none"> <li>Confidence levels still varied between staff, with some remaining reliant on external support rather than leading PE independently.</li> <li>Swimming-specific CPD remained limited due to local authority restrictions, an issue identified in 2024/25 and not yet fully resolved.</li> <li>Monitoring of CPD impact focused more on delivery quality than on longer-term staff skill development.</li> <li><b>Evidence:</b><br/>Staff confidence audits, swimming CPD access records, lesson monitoring outcomes.</li> </ul> |
| <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>                                                   | <ul style="list-style-type: none"> <li>Whole-school initiatives such as Daily Mile, Move It Boom, Move It March, skipping challenges, and active lunchtimes increased regular physical activity across the school day.</li> <li>100% of pupils participated in at least one physical activity, sporting event, or enrichment opportunity during the year.</li> <li>Targeted provision (e.g. This Girl Can, SEND tennis, wellbeing clubs) successfully increased engagement and confidence for girls, SEND pupils, and vulnerable children.</li> <li>Sports leaders supported lunchtime activity provision, encouraging sustained engagement in physical activity beyond PE lessons.</li> <li><b>Evidence:</b><br/>Daily Mile awards and participation, enrichment registers, pupil voice, SEND participation records, leadership involvement at lunchtimes.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Regular engagement in physical activity outside curriculum time was lower for some KS1 pupils compared to KS2.</li> <li>Some pupils relied on targeted provision to remain active rather than engaging consistently across a range of opportunities.</li> <li>Systems for measuring the wider impact of physical activity on wellbeing and behavior were not fully embedded.</li> <li><b>Evidence:</b><br/>KS1 club attendance data, review of targeted provision uptake, monitoring records.</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?                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Raising the profile of PE and sport across the school, to support whole school improvement                                                               | <ul style="list-style-type: none"> <li>PE and sport were highly visible through assemblies, newsletters, displays, social media, and celebration events, embedding physical activity within the wider school culture.</li> <li>Whole-school initiatives such as Daily Mile, Move It March, Move It Boom, and skipping challenges promoted physical activity beyond PE lessons.</li> <li>Sports leadership roles for Year 5/6 pupils increased pupil ownership and raised the status of PE through visible leadership at lunchtimes, Sports Day, and events.</li> <li><b>Evidence:</b><br/>Assemblies and newsletters, Daily Mile awards, leadership roles in events, pupil voice, staff feedback.</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Impact monitoring focused more on participation and celebration than on measuring wider outcomes such as wellbeing and personal development.</li> <li>Reliance on external providers continues to support visibility but affects long-term sustainability.</li> <li><b>Evidence:</b><br/>Review of monitoring systems, staffing and delivery model.</li> </ul>                                                   |
| 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 | <ul style="list-style-type: none"> <li>Pupils accessed a wide range of activities including gymnastics, athletics, football, basketball, dance, cycling, balance ability, wellbeing programs, and virtual events.</li> <li>Targeted provision such as <i>This Girl Can</i>, Disney Shooting Stars, SEND tennis, and wellbeing clubs improved access for girls, SEND pupils, and less active children.</li> <li>100% of pupils across EYFS, KS1, and KS2 participated in at least one sporting or enrichment activity, ensuring equality of opportunity.</li> <li>Co-teaching and specialist support enabled staff to adapt activities effectively to meet diverse needs.</li> <li><b>Evidence:</b><br/>Curriculum plans, club registers, SEND participation logs, pupil voice, lesson observations.</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>KS1 participation in clubs and enrichment outside school hours was lower than KS2, limiting access to broader experiences for some younger pupils.</li> <li>Some inclusive opportunities relied on targeted programs rather than being fully embedded across all provision.</li> <li><b>Evidence:</b><br/>KS1 attendance data, review of enrichment uptake.</li> </ul>                                           |
| 5. Increasing participation in competitive sport                                                                                                            | <ul style="list-style-type: none"> <li>Pupils participated in a wide range of competitive opportunities including football, athletics, gymnastics, basketball, cross country, and virtual competitions.</li> <li>Both boys and girls were well represented in competitive sport, including strong outcomes in girls' football and mixed-gender competitions.</li> <li>The school achieved significant success at city and county level, motivating pupils to engage in competitive sport.</li> <li>SEND pupils accessed competition through inclusive formats, adapted events, and virtual competitions.</li> <li>Sports leaders supported the organization and delivery of competitive events, increasing pupil confidence and engagement.</li> <li><b>Evidence:</b><br/>Competition registers, league results, medals and awards, School Games records, SEND competition logs.</li> </ul> | <ul style="list-style-type: none"> <li>Competitive participation was higher in KS2 than KS1, limiting early exposure to competition for younger pupils.</li> <li>Some DSP pupils did not initially access external competitions.</li> <li>Transport, staffing, and timetable constraints limited attendance at some external events.</li> <li><b>Evidence:</b><br/>KS1 competition data, DSP participation records, event logistics reviews.</li> </ul> |

# 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 prioritizing 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                                                                     | 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 meters       | <p>The introduction of a 15-week swimming block provided pupils with sustained opportunities to develop swimming skills, confidence and stamina. Staff reported noticeable improvements in swimming ability and engagement, while pupil voice was overwhelmingly positive, with 100% of respondents stating that they enjoy swimming lessons and over 90% reporting an improvement in their swimming skills. The extended provision supported greater progression and enabled pupils to consolidate learning over a longer period of time. 22 pupils (39.3%) achieved the statutory 25-metre benchmark.</p> <p><b>Evidence:</b> Swimming attainment data, staff feedback, pupil survey results, lesson observations</p> | <p>Despite improvements in confidence and skill development, attainment remained below national expectations, with only 22 of 56 pupils (39.3%) achieving the statutory 25-metre requirement. A further 34 pupils (60.7%) were still working towards the standard. As this cohort did not experience the full Year 5 and Year 6 progression model, outcomes were negatively affected by a transitional period. The removal of the catch-up swimming block also meant that pupils who were close to achieving the benchmark had no further opportunity to receive additional swimming provision before leaving primary school.</p> |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | <p>The extended swimming programme enabled pupils to develop stroke technique, water confidence and stamina over a longer period. Staff observed substantial improvements in pupils' swimming skills, while 92.3% of pupils reported that their swimming had improved either "a lot" or "a little" during the programme. The revised provision allowed greater opportunities for pupils to practise and refine swimming techniques over time.</p> <p><b>Evidence:</b> Staff observations, pupil survey data and swimming assessment information.</p>                                                                                                                                                                    | <p>Although many pupils demonstrated progress in stroke development, a significant proportion were unable to swim 25 metres by the end of the programme, indicating that stroke efficiency and endurance require further development. Pupil survey data showed a small number of pupils reported little or no improvement, highlighting the need for more targeted support and differentiated instruction for lower-attaining swimmers.</p>                                                                                                                                                                                       |
| 3. Perform safe self-rescue in different water-based situations                               | <p>The extended swimming provision increased pupils' confidence in water, with 84.9% of pupils reporting that they felt more confident in the water than before. Pupils benefited from regular exposure to swimming and water-based activities, supporting the development of safe water practices, confidence and resilience. The programme prioritised water confidence and safety alongside swimming skill development</p> <p><b>Evidence:</b> Pupil survey data, staff observations and swimming programme records.</p>                                                                                                                                                                                             | <p>Opportunities to formally assess and report on self-rescue skills were limited. Pupils who were absent, injured or unable to participate in swimming sessions missed practical learning experiences and often had limited access to structured alternative learning. A more robust system for recording water safety and self-rescue competency would provide clearer evidence of achievement against National Curriculum expectations.</p> <p><b>Evidence:</b> Swimming provision review, staff feedback and provision for non-swimmers</p>                                                                                   |

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



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| Aim                                                                                                                  | Why?                                                                                                                                                                                                                    | Key Area                                                                                                                                                                                     | Supporting evidence                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase swimming attainment to meet national expectations                                                           | Only 55% of Year 6 pupils were meeting the 25m swimming requirement and swimming attainment remained below national expectations.                                                                                       | 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                                                                  | Swimming assessment records showed a 12% increase in pupils meeting the 25m and stroke requirements. 67% of pupils attending swimming achieved the 25m standard. 100% of swimmers received water safety instruction.                  |
| Improve participation in clubs and enrichment opportunities, particularly in KS1                                     | Club participation and attendance at external enrichment events were lower in KS1 than KS2.                                                                                                                             | 2. Increasing engagement of all pupils in regular physical activity and sporting activities                                                                                                  | 65% of pupils attended a before or after-school club, an increase of 21% from the previous year. 53% of KS1 pupils attended an external event, an increase of 24% on 2023/24 figures.                                                 |
| Ensure greater inclusion for SEND and DSP pupils                                                                     | A small number of DSP pupils had not previously accessed external sporting events and enrichment opportunities.                                                                                                         | 4. Offer a broader and more equal experience of a range of sports and physical activities                                                                                                    | Participation tracking showed increased involvement of SEND and DSP pupils in enrichment and competitive events. Staff reported improved confidence adapting activities and pupil voice indicated greater enjoyment and inclusion.    |
| Develop leadership opportunities for Year 5 and Year 6 pupils                                                        | To improve pupil responsibility, confidence and leadership skills through sport and physical activity.                                                                                                                  | 3. Raising the profile of PE and sport across the school                                                                                                                                     | Young leaders worked alongside the PE Lead throughout the year, supporting breaktimes, leading activities for younger pupils, assisting with KS1 Sports Day and representing the school in leadership opportunities at other schools. |
| Enhance staff confidence and quality of PE delivery                                                                  | To build sustainability, improve teaching quality and reduce reliance on external providers.                                                                                                                            | 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sport                                                                                                         | CPD from external providers and coaching support increased staff confidence in delivering PE. A permanent PE coach role was established, and high-quality PE provision became embedded across the school.                             |
| To increase participation in competitive sport, festivals and physical activity                                      | To increase participation, confidence, resilience and positive attitudes towards competition and physical activity within the school. Providing a greater number of opportunities for children to represent the school. | 5. Increasing participation in competitive sport                                                                                                                                             |                                                                                                                                                                                                                                       |
| To increase participation for our inactive girls and disadvantaged groups by providing equal access for all children | To increase participation of all our children by providing equal access to all children.                                                                                                                                | 4. Offer a broader and more equal experience of a range of sports and physical activities<br><br>2. Increasing engagement of all pupils in regular physical activity and sporting activities | Participation tracking showed that there was a high number of girls and disadvantaged groups involved in physical activity. Through targeted girls' clubs and sporting opportunities participation remained high.                     |

## Plan, monitor and evaluate (2025/2026)



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

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

## Your objective: Equal access to high-quality sporting opportunities



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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) | To provide all pupils with regular access to high-quality competitive sporting opportunities, regardless of ability, background or previous experience, while promoting confidence, resilience, teamwork and a sense of pride in representing the school. Through increased participation in both intra-school and inter-school competition, pupils will develop the skills and motivation required to engage in lifelong physical activity.                        | Maintain strong partnerships with Inspire Together, local schools and community sports organisations to provide a comprehensive programme of competitions, festivals and sporting events throughout the academic year. Develop a structured calendar of intra-school and inter-school opportunities across EYFS, KS1 and KS2, ensuring that pupils of all abilities can access appropriate levels of competition. Target participation amongst pupils who are less active, disadvantaged or have SEND, whilst continuing to celebrate success and achievement through assemblies, newsletters and school communications. | Increased participation in competitive sport across all year groups, with more pupils representing the school and experiencing success. Pupils will develop greater confidence, resilience, determination and teamwork skills while improving their sporting knowledge and performance. Increased engagement in competition will contribute to higher levels of enjoyment, self-esteem and a positive attitude towards physical activity both in and beyond school. | A total of 61 sporting opportunities were provided during the academic year, including 28 inter-school competitions, 14 inclusive festivals, 11 enrichment opportunities and 8 whole-school physical activity events. 100% of children participated in at least one sporting event, competition, festival, enrichment activity or physical activity opportunity during the academic year. The school achieved the Platinum School Games Mark in recognition of sustained excellence in PE, school sport and physical activity. Pupils represented the school successfully across a broad range of activities including athletics, football, netball, swimming, dance, cricket and cross-country events. |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                          | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluate</b><br>(Complete in July)                 | Increased participation in competitive sport across all year groups, with more pupils representing the school and experiencing success. Pupils will develop greater confidence, resilience, determination and teamwork skills while improving their sporting knowledge and performance. Increased engagement in competition will contribute to higher levels of enjoyment, self-esteem and a positive attitude towards physical activity both in and beyond school. | Competitive sport is now embedded within the school's PE and sport provision through an established annual competition calendar, strong community partnerships and continued membership with Inspire Together. The school has developed a culture where competition is valued and celebrated, supported by sustainable systems that provide opportunities for pupils to participate, compete and achieve each year. Existing partnerships, staffing structures and funding commitments will allow this provision to continue and develop further.                                                                        | Platinum School Games Mark achieved; 61 sporting opportunities delivered across the academic year; increased pupil participation in competitions and festivals; sporting achievements at local and city-wide events; pupil voice surveys and competition registers demonstrating high levels of engagement.                                                                                                                                                         | <b>Inspire Together membership: £1850</b><br><b>Transport: £258</b><br><b>Competition entry: £10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

# Your objective: Increasing Physical activity across the school



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                          | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Plan and monitor</b><br>(Complete now and monitor) | To create a physically active school culture where all pupils regularly engage in physical activity throughout the school day, promoting healthy lifestyles, improving physical wellbeing and encouraging lifelong participation in exercise. Emphasis will be placed on increasing activity levels amongst less active pupils and embedding the recommended 60 active minutes each day.                                                                                                                                                                                                               | Introduce and embed a house-based Daily Mile competition to increase motivation and participation across all year groups. Continue participation in the WOW Active Travel Tracker initiative to encourage walking, cycling and other active methods of travel. Deliver whole-school events such as the Colour Dash, Move It March and active challenges that provide inclusive opportunities for all pupils to engage in physical activity beyond curriculum PE. Celebrate achievements regularly through assemblies, displays and newsletters to raise the profile of healthy lifestyles across the school community. | Increased participation in daily physical activity across all year groups, improved pupil fitness, enhanced wellbeing and greater awareness of the importance of healthy lifestyles. Pupils will demonstrate increased motivation to participate in physical activity both within and beyond school, contributing to higher levels of engagement and a positive attitude towards exercise. | <ul style="list-style-type: none"> <li>House-based Daily Mile initiative successfully embedded.</li> <li>WOW Active Travel Tracker implemented across the school.</li> <li>Move It March Champions.</li> <li>Annual Colour Dash involving all pupils and raising £935 for charity.</li> <li>Weekly celebration assemblies promoting active lifestyles.</li> <li>Increased participation in active travel and daily physical activity initiatives.</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                        | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Evaluate</b><br>(Complete in July)                 | The introduction of the house-based Daily Mile has significantly increased pupil motivation and engagement in regular physical activity. Pupils demonstrated increased enthusiasm for earning points for their house and participating in weekly challenges. The school's success as Move It March Champions and continued engagement with WOW Active Travel reflected growing awareness of healthy lifestyles amongst pupils and families. The Colour Dash further promoted physical activity through a fun, inclusive and community-focused event that was enjoyed by pupils across all year groups. | The Daily Mile, WOW Tracker and whole-school physical activity initiatives are now embedded within the school's routines and annual calendar. Weekly celebration assemblies and the house competition structure provide sustainable systems that continue to motivate pupils with minimal financial investment. These initiatives have become part of the school's culture and can be maintained and developed in future years.                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Move It March Champions.</li> <li>Active Travel participation data.</li> <li>Weekly house point tracking.</li> <li>Colour Dash participation and fundraising records.</li> <li>Pupil voice showing increased engagement and enjoyment.</li> <li>Staff observations of increased participation in physical activity.</li> </ul>                      | <b>Daily Mile Resources: £0</b><br><b>WOW Tracker subscription: £0</b><br><b>Celebration rewards: £0</b><br><b>Colour Dash resources: £0</b>                                                                                                                                                                                                                                                                                                                 |

## Your objective: Developing pupil leadership



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                          | Impact - What do you hope to see?                                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Plan and monitor</b><br>(Complete now and monitor) | To develop confident, responsible and effective young leaders who can positively contribute to school life through sport and physical activity. The programme will provide pupils with opportunities to develop leadership, communication, organisation and teamwork skills whilst acting as positive role models for younger pupils.                                                                                                                                                                                                                       | Recruit and train Year 5 and Year 6 Sports Leaders through a structured leadership programme. Provide regular opportunities for leaders to organise and deliver physical activity sessions, support sports festivals and competitions, assist with lunchtime activities, lead aspects of Sports Day and work alongside the PE Lead. Encourage leaders to represent the school within the wider community by supporting events at local schools and sports festivals. | Improved confidence, communication, organisation and leadership skills amongst participating pupils. Increased pupil responsibility and ownership of physical activity across the school. Younger pupils will benefit from positive role models, while Sports Leaders will develop transferable skills that support their wider personal development.                                                                                              | <ul style="list-style-type: none"> <li>Sports Leaders organised and delivered a cricket festival.</li> <li>Leaders supported the organisation and delivery of KS1 Sports Day.</li> <li>Pupils facilitated physical activity sessions for younger children.</li> <li>Leaders represented the school by supporting events at local primary schools.</li> <li>Positive feedback from staff, pupils and partner schools.</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                               | Supporting evidence                                                                                                                                                                                                                                                                                                                                                                                                                                | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Evaluate</b><br>(Complete in July)                 | Sports Leaders demonstrated excellent leadership, communication and organisational skills throughout the year. Pupils successfully delivered activities, supported younger children and acted as positive ambassadors for sport across the school. Participation in leadership opportunities increased confidence, responsibility and independence, while staff observed significant growth in pupils' ability to organise events and work collaboratively. The programme also provided valuable support for whole-school events and enrichment activities. | The Sports Leadership programme is now embedded within the school's PE provision and annual sporting calendar. A clear recruitment, training and mentoring process has been established, allowing new leaders to be trained each year. Resources, leadership roles and event responsibilities are now clearly defined, ensuring the programme can continue to grow and develop.                                                                                      | <ul style="list-style-type: none"> <li>Year 5 and 6 Sports Leaders trained and deployed throughout the year.</li> <li>Cricket festival successfully delivered.</li> <li>KS1 Sports Day supported and organised by leaders.</li> <li>Leadership activities delivered at neighbouring schools.</li> <li>Pupil voice, staff feedback and leadership evaluations.</li> <li>Increased confidence and communication skills observed by staff.</li> </ul> | <b>Inspire Together Young Leaders Programme: £150</b><br><b>Leadership training resources and certificates: £100</b><br><b>Total: Approximately £250</b>                                                                                                                                                                                                                                                                        |

# Your objective: Inclusion, SEND and Disadvantaged 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) | To ensure that all pupils, regardless of ability, background or need, have equal access to high-quality PE, school sport and physical activity opportunities. Particular focus will be placed on increasing participation, confidence and engagement amongst SEND pupils, disadvantaged pupils and those identified as less active.                                                                                                                                                                                                                           | Target specific pupils for clubs, festivals, competitions and enrichment activities using participation data and pupil voice. Deliver a broad programme of inclusive festivals and adapted activities, ensuring opportunities are accessible to all learners. Work closely with support staff and external partners to provide appropriate adaptations, targeted interventions and additional support where required. Monitor participation throughout the year to ensure equitable access and identify pupils requiring further encouragement. | Increased participation and engagement from SEND, disadvantaged and less active pupils. Improved confidence, self-esteem and enjoyment in physical activity, alongside greater access to clubs, competitions and enrichment opportunities. Pupils will feel included, valued and able to experience success regardless of their starting point. | <ul style="list-style-type: none"> <li>454 club places accessed throughout the academic year.</li> <li>25.8% of club places accessed by SEND pupils.</li> <li>28.0% of club places accessed by Pupil Premium pupils.</li> <li>Inclusive festivals including Boccia, New Age Kurling and Personal Best events.</li> <li>DSP pupils achieving bronze and silver awards in Sports Hall Athletics.</li> <li>Strong participation from targeted groups at enrichment events and competitions.</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Supporting evidence                                                                                                                                                                                                                                                                                                                             | Approx. cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Evaluate</b><br>(Complete in July)                 | Targeted provision has led to greater participation and engagement from SEND, disadvantaged and less active pupils. Club participation data demonstrates that key groups are accessing extra-curricular opportunities regularly, while inclusive festivals have provided meaningful opportunities for pupils to experience success and represent the school. Staff observations and pupil voice indicate increased confidence, enjoyment and willingness to engage in physical activity amongst pupils who may previously have been reluctant to participate. | Inclusive practice is now embedded within curriculum planning, extra-curricular provision, competitions and enrichment opportunities. Participation data is regularly monitored to identify pupils requiring support, while established partnerships and inclusive events ensure opportunities remain available to all pupils. This approach has strengthened the school's inclusive culture and can continue to develop year on year.                                                                                                          | <ul style="list-style-type: none"> <li>Club participation registers.</li> <li>SEND and Pupil Premium participation data.</li> <li>Inclusive festival records.</li> <li>Pupil voice and staff observations.</li> <li>DSP achievement in city-wide competitions.</li> </ul>                                                                       | £0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Your objective: Improve swimming attainment



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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) | To increase the proportion of pupils meeting the National Curriculum swimming requirements by the end of Key Stage 2, ensuring that all pupils develop the confidence, competence and water safety knowledge required to stay safe in and around water.                                                                                                                                                                                                                                                      | Review and redesign swimming provision following a detailed evaluation of current outcomes. Introduce a progressive swimming model consisting of an 11-week Year 5 programme and a 15-week Year 6 programme, allowing pupils more time to develop water confidence, stamina and technique. Strengthen assessment, monitoring and communication with families while identifying pupils requiring additional support at an earlier stage. | Improved swimming confidence, water safety awareness and technical proficiency. Greater numbers of pupils achieving the statutory 25-metre requirement by the end of Key Stage 2, alongside increased confidence in performing water safety and self-rescue skills. Improved progression and continuity between Year 5 and Year 6 provision. | <ul style="list-style-type: none"> <li>Comprehensive review of swimming provision completed.</li> <li>Two detailed swimming evaluation reports produced.</li> <li>Revised swimming model introduced.</li> <li>15-week swimming programme implemented.</li> <li>Pupil voice survey completed.</li> <li>Swimming attainment and participation data collected and analysed.</li> </ul> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                  | Supporting evidence                                                                                                                                                                                                                                                                                                                          | Approx. cost                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Evaluate</b><br>(Complete in July)                 | The extended swimming provision has had a positive impact on pupil confidence, enjoyment and engagement in swimming. Staff observed improvements in water confidence, stroke development and stamina throughout the programme. Pupil surveys showed that 100% of pupils enjoyed swimming lessons and approximately 85% reported increased confidence in the water. The review process has also led to the implementation of a more strategic long-term swimming model designed to improve future attainment. | Swimming provision is now strategically planned across two-year groups, providing a clear progression pathway and increased curriculum time. Assessment systems, monitoring procedures and review processes have been strengthened to ensure future cohorts are tracked more effectively. The revised structure allows swimming to be embedded within the curriculum and reviewed annually to ensure continued improvement.             | <ul style="list-style-type: none"> <li>New Year 5 and Year 6 swimming model implemented.</li> <li>Year 6 swimming review report.</li> <li>Swimming outcomes analysis.</li> <li>Pupil voice survey findings.</li> <li>Staff feedback regarding confidence and skill progression.</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Pool hire and qualified swimming instructors: £4,040.40</li> <li>Additional swimming support staff and CPD: approximately £850</li> <li>Transport costs included within curriculum provision.</li> </ul>                                                                                                                                     |

## Your objective: Increase staff CPD for delivering high-quality PE



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|                                                       | Intent - what is your objective?                                                                                                                                                                                                                                                                                                                                                                                                                                  | Implementation - How will you achieve this?                                                                                                                                                                                                                                                                                                                                                                                                                    | Impact - What do you hope to see?                                                                                                                                                                                                                                                    | Supporting evidence                                                                                                                                                                                                                                                        |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Plan and monitor</b><br>(Complete now and monitor) | <p>Increase staff confidence, knowledge and skills in delivering high-quality PE.</p> <p>To improve confidence, knowledge and competence of class teachers in delivering high-quality PE independently. Reducing the reliance on external providers and ensuring sustainable improvements in teaching and learning.</p>                                                                                                                                           | <p>Provide ongoing CPD through specialist coaches and external providers including team teaching, lesson modeling, mentoring and professional discussions. Class teachers will work alongside PE specialists to develop subject knowledge. Understand progression in PE curriculum and gain confidence in delivering a broad range of activities. Opportunities for observation, feedback and collaborative planning will be embedded throughout the year.</p> | <p>Increased staff confidence and competence in teaching PE, improved lesson quality, greater consistency across year groups and increased teacher ownership of PE delivery. Children will benefit from higher quality learning experiences and increased engagement in lessons.</p> | <p>CPD delivered through LCFC, Inspire together, Chance to Shine, and other external providers. Lesson Observations, feedback and professional discussions. Increase teacher involvement in PE delivery.</p>                                                               |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                        | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                                                                                                                         | Supporting evidence                                                                                                                                                                                                                                                                  | Approx. cost                                                                                                                                                                                                                                                               |
| <b>Evaluate</b><br>(Complete in July)                 | <p>Class teachers have become more actively involved in lesson delivery and are demonstrating an increased confidence when leading PE independently. Teachers are using a wider range of teaching strategies, adapting activities more effectively and demonstrating a greater understanding of progression in PE. Feedback from staff indicates that teaching and modelling have been particularly effective in developing confidence and subject knowledge.</p> | <p>Staff knowledge and confidence have increased through CPD, mentoring and collaborative teaching approaches. Resource planning documents and progression maps are now embedded within the curriculum, enabling staff to continue delivering high-quality PE independently. The development of internal expertise will reduce reliance on external providers and support long-term sustainability.</p>                                                        | <p>Lesson observations and PE learning walks. Evidence of teachers leading lessons independently.</p> <p>Improved pupil engagement and progress within PE lessons.</p>                                                                                                               | <p>LCFC Primary stars (£13,500) contribution towards curriculum support and CPD)</p> <p>Inspire together CPD opportunities (included in membership)</p> <p>Additional external CPD opportunities as required.</p> <p>CPD provided by internal specialist Sports Coach.</p> |

## Your objective: Raise the profile of PE and physical activity across the whole school



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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>Raise the profile of PE and physical activity across the whole school</p> <p>To further raise the profile of PE, school sport and physical activity across the school community, celebrating achievements and promoting active lifestyles for all children</p>                                                                                                                                                                                                                        | <p>Celebrate sporting achievements through assemblies, newsletters, social media and displays.</p> <p>Embed whole school initiatives such as the Daily Mile, Move it March, virtual challenges with Inspire together, Colour Dash and school games activities. Promote children's achievements regularly and engage families in healthy, active lifestyles.</p> | <p>Stokes Wood will develop a positive culture where PE and physical activity are valued by our children, staff and families within the wider community. Increased participation, motivation, pupil pride and engagement in sport both within and beyond the curriculum.</p> | <p>Weekly celebration assemblies and a house based Daily Mile initiative.</p> <p>Move it March participation and colour dash event. School website and social media updates</p> <p>Platinum School Games Mark</p> |
|                                                       | What impact have you seen?                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Are the improvements sustainable? How?                                                                                                                                                                                                                                                                                                                          | Supporting evidence                                                                                                                                                                                                                                                          | Approx. cost                                                                                                                                                                                                      |
| <b>Evaluate</b><br>(Complete in July)                 | <p>PE and school sports continue to be high profile across the school. Children celebrate sporting achievements in assemblies and actively engage in whole school initiatives. The house-based Daily Mile has increased motivation and participation, while Move It March and the colour dash generated enthusiasm for physical activity. Across all year groups. The school was awarded the Platinum School Games Mark recognising sustained excellence in PE and sports provision.</p> | <p>Celebration assemblies, house competitions, Daily Mile, WOW initiative and annual sporting events are now embedded into the school calendar, Established systems for recognizing achievement ensure that the profile remains high and can continue.</p>                                                                                                      | <p>Platinum School Games March achieved and Stokes Wood awarded Move It March Champions.</p> <p>Weekly celebration assemblies<br/>Increased Daily Mile Participation.<br/>Strong pupil voice reflecting enjoyment and pride in sport.</p>                                    | <p>Celebration resources and rewards: £0</p> <p>Colour Dash resources: £0</p> <p>Daily Mile tracking materials: £0</p>                                                                                            |

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