



Primary PE & Sport Premium Funding

Monitoring & Tracking Form

2025/26



Review of last year (2024-25)

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

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres?	High rate of Y6 swimming proficiency maintained: Majority of Y6 pupils successfully swam at least 25 metres at Yearsley Swimming Baths using a range of strokes, demonstrating competence and confidence in the water. Increased confidence in the water: Pupils showed reduced fear and greater independence in swimming lessons, entering the water confidently and participating in group activities. Differentiated instruction (3 instructors and 3 separate groups) allowed pupils of all abilities, including less confident swimmers, to make measurable progress. Progression in swimming skills: Pupils developed key techniques such as breathing control, arm and leg coordination, and water safety skills. Supporting Evidence: Swimming assessment records showed the number of pupils who swam 25 metres or more remains high (84% last year; 86% this	Confidence barriers in water: Staff observation of sessions highlighted a couple of pupils who were initially reluctant to swim independently, requiring extra support from staff. This was overcome thanks to smaller groups, due to more instructors. Supporting Evidence: Teacher reflections noted pupils' gradual progression with additional support and encouragement, evidencing the need for continued scaffolding for some groups. Percentage of current Year 6 cohort that swim competently, confidently and proficiently over a distance of at least 25 metres? 38/43 = 88% Percentage of your current Year 6 cohort that use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? 32/43 = 75% Percentage of your current Year 6 cohort that perform safe self-rescue in different water-based



	year), demonstrating competence and progression. • Observations by teachers and instructors noted improvements in stroke technique, breathing, and water safety skills. • Informal pupil feedback and attendance registers indicated high levels of enjoyment, motivation, and confidence in swimming lessons. Fewer pupils sitting out of lessons than previous years.	situations? 23/43 = 54% (All the above %s taken from swimming instructor assessments taken at the end of the sessions at Yearsley baths, December 2025)
2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].	Improved stroke technique: Pupils demonstrated increasing competence in multiple strokes, including front crawl, backstroke and breaststroke, showing effective coordination of arms, legs, and breathing. Progression across ability levels: Differentiated teaching allowed pupils of varying abilities, including less confident swimmers, to develop at their own pace. More confident swimmers were able to refine technique and build speed, stamina and endurance. Confidence and independence in swimming: Pupils showed increased confidence in using different strokes independently across the pool. Engagement and enjoyment: Informal pupil feedback indicated high enjoyment in learning new strokes and mastering techniques. Supporting Evidence:	Confidence and fear in water: Teacher observations highlighted that some pupils were hesitant to try backstroke or breaststroke in deeper water, requiring extra support from staff. Supporting Evidence: • Swimming assessment records showed which pupils could perform each stroke effectively, including distance swum and technique quality.



	Swimming assessment records showed which pupils could perform each stroke effectively, including distance swum and technique quality.	
3. Perform safe self-rescue in different water-based situations.	Improved water safety awareness: Pupils in top two groups demonstrated understanding of key self-rescue techniques, such as floating and treading water. Confidence in self-rescue skills: Pupils showed increased confidence when practicing controlled self-rescue techniques, both in shallow and deeper water. Pupils were able to perform skills independently, showing growing resilience and composure in unfamiliar water situations. Inclusion: Lessons were adapted for SEND pupils and less confident swimmers to ensure all could practice self-rescue safely and effectively. Use of flotation aids, smaller teaching groups, and staff support enabled these pupils to succeed. Engagement and enjoyment: Pupil voice feedback indicated high levels of enjoyment and motivation to learn skills that improve safety. Supporting Evidence: - Swimming assessment sheets showed which pupils could perform key self-rescue techniques and skills independently and safely in both shallow and deeper water. - Pupil voice interviews highlighted overall enjoyment, motivation, and pride in	Lower progress among specific groups: Some SEND and disadvantaged pupils struggled to perform self-rescue skills independently, with assessment data showing slower progression compared to peers. Confidence and fear in water: Pupil voice feedback indicated that a few pupils felt anxious or lacked confidence when attempting self-rescue techniques in deeper water. Supporting Evidence: Swimming assessment sheets showed which pupils could perform key self-rescue techniques and skills independently and safely in both shallow and deeper water.



	learning self-rescue skills. Feedback indicating increased confidence and willingness to practice skills independently.	
--	--	--

Key areas as outlined in PE and Sport Premium Guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Targeted CPD Implementation: A plan was implemented, ensuring all staff received targeted support with specialists, where possible, in areas identified through end of year feedback last summer. (e.g., dance with Drew from York Dance Space; cricket with Joe from Chance to Shine). Modelling High-Quality Lessons: When available, specialist NPCAT Sport staff modelled high-quality lessons alongside teachers, improving staff confidence and subject knowledge. Pre-planned series of lessons shared with staff across all year groups. Improved Teacher Confidence: As staff became more confident using PE Passport, teachers informally reported feeling more secure in delivering PE lessons independently and adapting activities for pupils of all abilities. Embedding High-Quality Resources: High-quality lesson resources using PE Passport and the NPCAT Teaching & Learning Model are now more embedded to ensure long-term sustainability. Targeted use of SP funding ensured that resources were replaced and	Access to CPD: Not all staff were able to access the full range of CPD opportunities due to timetable constraints and competing school priorities. Staff Turnover and New Staff: Staff turnover during the year meant new teachers missed earlier training sessions and required additional support to reach the same level of confidence. Areas of Lower Confidence: Some staff reported still feeling less confident in delivering specific PE areas such as dance, gymnastics and sports like cricket and basketball. Monitoring and Follow-Up: Follow-up monitoring after CPD was inconsistent, due to lack of leadership time, making it harder to measure long-term impact on teaching and learning. Supporting Evidence:



	renewed, when needed (eg: extra dodgeballs, replacement footballs, basketballs and tennis balls, new netballs) Monitoring and Observation: Staff feedback and informal drop-ins showed improved lesson structure, use of correct terminology, and higher levels of pupil engagement. Supporting Evidence: • Informal teacher feedback evidenced increased confidence and improved understanding of progression in PE, as PE Passport becomes more embedded. • Drop-ins demonstrated improved teaching quality and pupil outcomes. • Pupil feedback showed greater enjoyment and confidence in PE lessons, as evidenced by increased participation in lunchtime/after school clubs and competitions. • Photographic/video evidence from lessons and events showcased improved delivery and engagement. • Gold award achieved at the end of year NPCAT awards for PE delivery. See evidence of increased participation and confidence in PE and sport photos on Seesaw platform: here	• Informal teacher feedback noted the need for more hands-on or follow-up support after initial training.
--	---	---



2. Increasing engagement of all pupils in regular physical activity and sporting activities.

Daily Activity Opportunities:

A consistent programme of daily physical activity was embedded through the sports/play leader programme, which was extended from UKS2 to include children in Years 1 and 2 and in Nursery. This contributed to increased whole-school activity levels and improved pupil readiness for learning.

Enhanced Lunchtime and Breaktime Provision:

Trained Sports Leaders delivered structured, inclusive activities, reducing behaviour incidents and increasing engagement in purposeful physical activity.

Wide Range of Extracurricular Opportunities:

A broad menu of after-school clubs, including multi-sports, dance, gymnastics, football, cricket, and SEND-inclusive sessions, resulted in strong uptake across all year groups. Club attendance increased compared to the previous year.

Active Curriculum Integration:

Class teachers embedded active learning strategies across subjects (including active maths and spelling), ensuring pupils accessed physical activity beyond timetabled PE lessons. This supported better concentration, improved behaviour for learning, and higher engagement.

Whole-School Sporting Culture:

This was improved through increased visibility of sporting achievements at competitions, via regular good work assemblies and updates in the weekly school newsletter.

Increased Participation in Competitions and Festivals:

Lower Engagement from Specific Pupil Groups:

Despite targeted interventions, some pupils—particularly those with lower confidence, SEND needs, or low motivation—did not consistently attend clubs or take part in structured physical activity sessions.

Limited Lunchtime Capacity:

Lunchtime activity zones relied heavily on available staff and Play Leaders. On days with reduced staffing or weather restrictions, structured activities were limited, reducing pupil engagement and leading to fewer opportunities for regular activity.

Extracurricular Club Barriers:

Several after-school clubs reached capacity early, meaning not all pupils who expressed interest were able to attend. Additionally, some younger pupils and disadvantaged pupils faced barriers such as availability of parents for collection or lack of confidence to join.

Uneven Participation in Competitions:

While competition attendance was strong overall, not all year groups had equal access to competitive opportunities due to fixture timings, limited transport availability, and overlaps with school events.

Weather and Facilities Constraints:

Poor weather at key points in the year restricted outdoor provision, especially for planned lunchtime activities and certain PE units. Limited indoor space meant alternative activities were not always possible.

Supporting Evidence



A sustained commitment to inter-school participation through the NPCAT Sport calendar ensured pupils had regular opportunities to represent the school, experience competitive sport, and develop resilience.

Supporting Evidence

- Club registers demonstrating high and sustained attendance across a range of sports. Sports Leader timetables and Leadership Passport logs confirming structured activity zones at lunchtimes.
- Informal pupil voice feedback with NPCAT sports staff at termly meetings highlighted improved enjoyment, confidence, and motivation to be active.
- Informal observations indicating reductions in lunchtime incidents due to structured activity.
- Photographs and videos from clubs, competitions. See the link [here](#) for a range of leadership examples.
- Competition entry records showing increased participation across year groups and pupil groups.
- All staff continue to share work via class platforms and Facebook.
- Sportsleaders obtained Gold award for third year running at end of year Trust sports awards.

- Extracurricular club registers highlighting waiting lists and lower attendance from some target pupil groups.
- Competition records identifying year groups with lower participation or missed events.
- Weather-related cancellations recorded for clubs, PE lessons, and lunchtime activities.



3. Raising the profile of PE and sport across the school, to support whole school improvement.

Increased visibility of PE and sport: PE and sporting achievements, including links with a wider range of local clubs and organisations, were celebrated through assemblies, newsletters, class digital platforms such as Seesaw and Tapestry and social media, raising awareness among pupils, staff and the wider community.

Pupil leadership opportunities: Sports Leaders actively promoted physical activity, led playground games and supported intra-school competitions, giving pupils ownership and responsibility.

Integration into school culture: Daily active breaks encouraged pupils and staff to value movement and physical activity as part of school life.

Recognition of achievements: Sport awards, St W star certificates, and public celebrations of sporting success motivated pupils and reinforced the importance of PE in contributing to school ethos and improvement.

Supporting Evidence:

- Assemblies celebrated sporting achievements with pupil awards and recognition.
- School newsletters and social media posts highlighted PE lessons, extracurricular clubs and competitions.
- Informal pupil voice feedback confirmed enjoyment and participation in daily activity initiatives.

Limited engagement from some groups: Despite efforts, some pupils, particularly SEND and disadvantaged pupils, were less consistently involved in events or competitions.

Communication challenges: Promotion of events and achievements was not always consistent or accessible to all parents and community members, which may have restricted broader engagement.

Supporting Evidence:

- Informal observations showed lower involvement of some SEND pupils and disadvantaged pupils in events, competitions, and leadership opportunities.
- The use of social media and class platforms to promote PE and sporting achievements was inconsistent across classes.



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.	Wider variety of activities offered: Pupils had access to a broad range of sports, including traditional team sport such as cricket, football, athletics, basketball and netball as well as dance through sessions with York Dance Space across the school. Increased participation for girls: Specific clubs and sessions were designed to engage girls (cricket and netball), resulting in higher attendance and participation rates. PE lessons in UKS2 were mainly done in single sex sessions, with overwhelmingly positive feedback from pupils. Inclusive provision for all pupils: Staff adapted activities and equipment to ensure SEND pupils and less confident pupils could participate safely and confidently. Pupil voice informing provision: Feedback from pupils was used to plan and adjust activities, ensuring they were appealing and relevant to a wide range of interests. For example gymnastics in KS1,a/s dance in LKS2 and netball in UKS2. Promotion of lifelong physical activity: The school integrated active challenges (Run and Read in 5/6A), intra-school competitions, and leadership opportunities to motivate all pupils to engage regularly in sport and physical activity. Recognition of achievements across groups: All pupils, including girls and pupils from underrepresented groups, were celebrated for their participation and successes in PE and sport at weekly good work assemblies Supporting Evidence:	Lower participation among some groups: Despite efforts, some SEND pupils, disadvantaged pupils, and girls were less consistently engaged in certain clubs, activities or competitions. Limited variety in some sessions: A few activities were less appealing or less accessible to pupils with lower confidence or specific needs, which reduced engagement for some groups. Scheduling and accessibility barriers: Timings of after-school clubs or competitions sometimes conflicted with family commitments, transport issues, or other school activities, affecting attendance for some pupils. Dependence on staff support: Some inclusive or new activities required additional staff input, reducing opportunities for pupil-led or independent participation. Supporting Evidence: - Registers and attendance data showed lower involvement of SEND pupils, disadvantaged pupils, and girls in certain clubs and competitions. - Attendance records showed that some pupils could not attend after-school clubs or competitions due to timing conflicts, transport issues, or other commitments.
--	--	---



	• Registers and attendance data showing participation in a broad range of activities • PE Passport long-term plan evidencing a diverse and inclusive curriculum offer. • Club and competition data showing increased participation, particularly among girls. • Informal pupil voice showing enjoyment, motivation and engagement in targeted activities. • NPCAT Active Calendar, intra-school competitions and Sports Leader initiatives evidencing inclusive participation opportunities. • Celebration records (certificates, awards, assemblies) recognising participation and achievement of all pupils, including underrepresented groups.	
5. Increasing participation in competitive sport.	Greater overall participation in competitions: More pupils took part in competitions across a wider variety of sports. Inclusive opportunities for SEND pupils: Competitions/events specifically designed for SEND pupils allowed them to compete confidently in a supportive environment. Staff adapted activities and provided appropriate support to ensure SEND pupils could participate fully. Targeted engagement of disadvantaged: Clubs and competitions were promoted and adapted to encourage participation from disadvantaged pupils and girls (see cricket, football and netball) Attendance records showed increased representation	Lower participation among specific groups: Registers and attendance data showing that, despite overall improvements, some SEND pupils, disadvantaged pupils and girls were less consistently involved in competitions or after-school clubs. Pupil voice feedback indicating some pupils felt anxious, less confident, or unmotivated to participate in competitive events. Scheduling and logistical barriers: Pupils missing competitions due to timing conflicts, staffing or transport issues. Monitoring and evaluation gaps: Inconsistent tracking of participation and performance by pupil groups, making it harder to measure the impact of



	from these groups in after-school clubs and competitive events. Development of pupil leadership and teamwork: Pupils acted as team captains, referees, and officials during competitions, building confidence, responsibility, and leadership skills. Sports Leaders supported the organisation and management of competitions, giving pupils ownership of events. Y5 pupils set up and ran the KS1 sports day at YSJ Uni Positive pupil outcomes: Pupil voice feedback highlighted increased enjoyment, motivation, and pride in representing the school. Recognition of achievements through assemblies, newsletters, and social media reinforced participation and success. See evidence in Seesaw of participation levels (eg: 4 teams at Malton NPCAT cricket festival, 50 children at Brownlee Triathlon) Integration with wider PE programme: Participation in competitions complemented PE lessons, clubs and active challenges, providing a coherent pathway from classroom learning to competitive opportunities. Supporting Evidence: • Competition registers and attendance data showing participation and engagement across events. • Event results and school records evidencing involvement and success across sports. • Photos and participant lists showing inclusive SEND competition participation. • Informal pupil Voice (including SEND pupils) showing enjoyment, confidence and motivation. • Club and competition data showing increased	competitive opportunities on SEND, disadvantaged pupils and girls. Supporting Evidence: • During informal pupil voice interviews, a small number of pupils reported feeling anxious, less confident, or preferring non-competitive activities. • There were a couple of instances where teams could not attend competitions due to staffing shortages or clashes with curriculum events
--	--	---



	participation from girls and disadvantaged pupils. • Sports Leader evidence (NPCAT Leadership Passport, photos) showing pupil-led event support. • Celebration records (assemblies, newsletters, certificates, awards) recognising achievement. • Curriculum and planning documents showing clear links between PE, clubs and competitions. • Observation records showing transfer of PE skills into competition settings.	
--	--	--

Aims for next academic year (2025-26)

Be clear how you will focus spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	Input Data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres?	Ensure 100% of Year 6 pupils are given the opportunity to achieve the standard of swimming 25 metres competently, confidently and proficiently. Raise the proportion of pupils meeting the 25m target by the end of 2025/26.	Offer additional top-up swimming sessions for pupils not meeting the standard after initial lessons (particularly SEND and disadvantaged pupils). Establish targeted intervention groups in the summer term for pupils identified as at risk of not meeting the 25m requirement. Strengthen collaboration with swimming instructors to ensure individual progress tracking and feedback. Promote a positive attitude towards swimming,



		particularly among less confident pupils through celebration assemblies, certificates and pupil voice. Remove barriers for non-swimmers by supporting kit provision and inclusive lesson adaptations. Strengthen parent communication about swimming progress and the importance of achieving the 25m standard.
2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Increase the number of pupils who can use at least two recognised strokes effectively (front crawl, backstroke, or breaststroke).	Ensure all pupils receive instruction and assessment across all three main strokes. Offer top up lessons for pupils not yet proficient in multiple strokes, particularly SEND and disadvantaged groups. Strengthen liaison between swimming instructors and school staff to ensure consistent feedback and targeted coaching.
3. Perform safe self-rescue in different water-based situations	Raise the number of pupils who can confidently perform safe self-rescue techniques appropriate to different water-based situations (e.g., pool, open water). Ensure all Year 6 pupils experience at least one practical self-rescue scenario during swimming sessions.	Provide additional small-group sessions for pupils less confident in deep water (especially SEND, disadvantaged, and non-swimmers). Use differentiated safety tasks to ensure all pupils can demonstrate understanding and appropriate responses. Embed water safety and self-rescue skills through PSHE lessons. Promote Royal Life Saving Society Drowning



		Prevention Week (13-20 June 2026) across school to reinforce self-rescue awareness .
--	--	--

Aims for next academic year (2025-26)			
Aim	Why?	Key area	Supporting evidence
To further strengthen staff confidence, knowledge, and skills in delivering high-quality PE and sporting activities by embedding sustainable professional development and peer support across the school.	To ensure consistent, high-quality teaching: When all staff have strong subject knowledge and confidence, pupils experience engaging and progressive PE lessons across every year group, rather than variation depending on the teacher. To build long-term sustainability: Embedding professional development and peer support means that good practice becomes part of the school culture — reducing reliance on external coaches and ensuring staff expertise remains in school year after year. To improve pupil outcomes: Confident, skilled teachers can better differentiate lessons, provide effective feedback, and challenge all pupils — leading to improved skill development, participation, and enjoyment of physical activity. To empower staff as leaders: Ongoing peer mentoring and collaboration allow staff to share ideas, reflect on practice, and develop as confident leaders of PE and sport within the school.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Learning walks and pupil feedback showing consistently high-quality, engaging and progressive PE teaching. Staff CPD logs, peer observations, mentoring and team-teaching demonstrating application of best practice and ongoing skills development. Records of staff-led PE initiatives, clubs and leadership roles showing independence from external coaches and increased staff confidence. Pupil assessment data, case studies and surveys showing progress in skills, physical literacy, confidence, motivation, enjoyment, teamwork, and resilience. Registers and participation data showing increased engagement from SEND, disadvantaged pupils and girls, with consistent participation across all year groups and abilities. Feedback from the Primary Strategic Lead following the QA visit highlighting



	To align with national priorities: This objective supports the PE and Sport Premium's aim to secure sustainable improvements.		the high-quality, inclusive, and sustainable provision of PE and sport across our school.
To further strengthen staff confidence, knowledge, and skills in delivering inclusive, high-quality PE and sporting activities — with a specific focus on improving participation and progress for SEND pupils, girls and disadvantaged pupils.	To ensure equity and inclusion: Strengthen staff confidence and skill in inclusive teaching to help close the participation gap of SEND and disadvantaged groups. To remove barriers to engagement: By equipping staff with effective strategies using inclusive teaching approaches, all pupils — regardless of ability, background, or gender — can access and enjoy PE fully. To improve pupil wellbeing and confidence: Participation in high-quality PE and sport supports physical health, self-esteem, teamwork, and resilience — benefits that are particularly valuable for our pupils who may face additional challenges. To build sustainable, whole-school practice: When staff feel confident delivering inclusive PE, inclusion becomes embedded across the curriculum rather than dependent on individual teachers or external coaches. To meet national curriculum and	2. Increasing engagement of all pupils in regular physical activity and sporting activities.	Staff CPD, mentoring, peer observations and team-teaching develop confidence, knowledge, and inclusive PE skills, particularly for supporting SEND pupils, girls, and disadvantaged pupils. Lesson observations, planning documents demonstrate high-quality teaching and inclusive practice. Registers, participation data and pupil voice show increased engagement, enjoyment, confidence, and progress across all groups. Case studies and assessment data evidence skill development, physical literacy, wellbeing, teamwork and resilience, especially for pupils facing additional challenges. Staff-led initiatives, cross-curricular links and sustainable practice ensure inclusion is embedded across the school, reducing reliance



	Ofsted priorities: The objective aligns with the PE and Sport Premium's aim to ensure <i>"all pupils leave primary school physically literate and with the knowledge, skills, and motivation to lead healthy, active lives."</i>		on external coaches. Curriculum maps, assessment records, and QA feedback confirm alignment with national curriculum expectations, PE and Sport Premium priorities and Ofsted standards.
To enhance the status and visibility of physical education and sport across the whole school so that all pupils, staff, and the wider community value and engage in physical activity as a key driver of whole-school improvement — improving behaviour, wellbeing, attainment and school ethos.	To promote a whole-school culture of health and wellbeing: Raising the profile of PE and sport will help embed physical activity as part of daily school life, contributing to improved mental health, concentration and resilience among our pupils. To improve behaviour and engagement: Evidence shows that active pupils are more focused and better able to self-regulate in the classroom. Promoting sport and physical activity widely across our curriculum will support positive behaviour and relationships. To support academic attainment: Regular physical activity has proven links to enhanced cognitive performance, attendance, and learning readiness — helping pupils perform better across all subjects. To strengthen school ethos and community: When PE and sport are celebrated, they foster teamwork, inclusion and pride. Engaging the wider community through sports events, family	3. Raising the profile of PE and sport across the school, to support whole school improvement.	Registers of participation in PE lessons, clubs, and inter-school competitions, broken down by year group, SEND, girls, and disadvantaged pupils on PE Passport. Pupil voice surveys showing increased enjoyment, confidence, or motivation in PE and sport. Observations of increased pupil-led activity during breaks, lunchtimes, or extracurricular sessions. Behaviour logs showing reduced incidents linked to improved engagement in physical activity. Wellbeing surveys showing higher levels of pupil satisfaction and confidence. Case studies of pupils demonstrating improvements in focus, teamwork, or resilience through sport. Attendance data demonstrating a link between regular participation in physical activity and higher attendance rates.



	fitness sessions, and inter-school competitions will build stronger connections and shared values. To ensure inclusion and equality: By raising the visibility of PE and sport, as a school we can champion participation from all pupils — including SEND, disadvantaged, and girls — ensuring everyone has equal access to opportunities and recognition. To sustain improvement: Embedding PE and sport within the school's wider improvement plan ensures lasting impact.		Staff feedback noting improved engagement and focus in other lessons following active breaks or PE sessions. Photographs, displays, newsletters, or website updates highlighting achievements in PE, sport competitions, and intra-school events. Assemblies celebrating sporting success, leadership roles, or participation awards. Evidence of school-wide initiatives, sports week, or family/community events. Records of staff training or CPD in PE and inclusive practice. Evidence of community partnerships (local sports clubs, competitions, coaching support) supporting engagement for all pupils. Feedback from parents and community members showing awareness and support of the school's PE and sports programme. Testimonials or feedback from pupil leaders highlighting confidence, responsibility, and engagement.
--	--	--	--



To provide all pupils with a broader, more inclusive and equitable experience of a wide range of sports and physical activities, ensuring equal access, participation, and opportunity.	To broaden and enrich participation: By providing all pupils with a broader, more inclusive, and equitable experience of a wide range of sports and physical activities, ensuring equal access, participation and opportunity for every child. To promote inclusion and equality: By increasing engagement in physical activity among underrepresented groups, including SEND pupils, disadvantaged pupils and girls, by offering tailored opportunities and reducing participation barriers. To increase overall participation in competitive sport: By developing pupils' confidence, teamwork and resilience through greater involvement in both school and community competitions. To develop staff confidence and expertise: By enhancing the quality of PE provision by supporting staff through targeted training, resources and professional development, in collaboration with NPCAT Sport, enabling the delivery of high-quality, inclusive and engaging PE lessons for all pupils. To encourage active lifestyles beyond school: By inspiring pupils to lead active, healthy lifestyles through links with local clubs, active travel initiatives and promoting physical activity outside the	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.	Broader curriculum and extracurricular offer. Pupil voice and participation data show increased enjoyment, engagement, and club attendance across all groups. Curriculum maps evidence variety and progression across key stages. Targeted clubs for underrepresented groups (e.g. girls' football, SEND multi-skills) leading to higher participation among SEND, disadvantaged, and female pupils Collaboration with NPCAT Sport and local organisations to promote inclusion and opportunity. Positive feedback from pupils and parents demonstrating improved confidence, teamwork, and belonging. Expansion of intra- and inter-school competitions, including house events and Sports Leaders supporting fair play. Staff CPD, mentoring, and workshops with NPCAT Sport increasing confidence, adaptive practice and quality of PE delivery. Learning walks and surveys show improved staff expertise and pupil outcomes.
---	--	--	---



	school day. To ensure sustainable impact: By embedding long-term improvements in PE provision, ensuring the effective use of Sport Premium funding to build sustainable systems, equipment, and opportunities that benefit future cohorts.		Strong links with local clubs, active travel schemes (e.g. Walk to School Week), and health initiatives encouraging lifelong physical activity.
To increase participation in competitive sport among all pupils, with a particular focus on engaging SEND and disadvantaged pupils, by providing inclusive opportunities, targeted support and a diverse range of competitions that encourage confidence, teamwork, and enjoyment.	To increase participation in competitive sport: By providing all pupils, particularly SEND and disadvantaged groups, with inclusive, supported and varied competitive opportunities. To promote positive sporting values: By providing competitive opportunities that develop confidence, teamwork, resilience, and enjoyment, while promoting equality and fostering positive lifelong engagement in physical activity. To expand inclusive provision: By providing additional, inclusive, and varied competitions that give all pupils—particularly SEND and disadvantaged pupils—the opportunity to participate at a level suited to their ability and interests, overcoming barriers such as limited confidence.	5. Increasing participation in competitive sport.	Participation data and registers showing increased engagement in intra- and inter-school competitions, including SEND, disadvantaged pupils, and girls. Targeted and alternative competitive formats (skills challenges, mini-tournaments, adaptive sports) providing opportunities for all abilities. Pupil voice, surveys and feedback highlighting increased confidence, enjoyment, teamwork, resilience, sense of belonging and understanding of fair play. Case studies of previously disengaged pupils now regularly participating in competitions. Development of inter-house competitions and involvement of Sports Leaders to support events, promote fair play, and boost pupil engagement. Participation in school and community competitions fostering real-life sporting



			values. Recognition such as certificates, awards, assemblies celebrating achievements and values. Staff CPD and collaboration with NPCAT Sport and other local providers to enhance inclusive practice and broaden opportunities.
--	--	--	--

Plan, Monitor and Evaluate (2025-26)

Objective 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To further strengthen staff confidence, knowledge and skills in delivering high-quality PE and sporting activities by embedding sustainable professional development and peer support across the school.	Continue to prioritise targeted CPD for staff, focusing on identified weaker areas such as gymnastics and dance. Introduce a peer observation and mentoring programme led by the PE subject leader to provide regular in-school support and feedback. Schedule termly skill-sharing sessions where staff showcase successful PE teaching	Learning walks and pupil feedback showing consistently high-quality, engaging and progressive PE teaching. Staff CPD logs, peer observations, mentoring and team-teaching demonstrating application of best practice and ongoing skills development.	Staff CPD, mentoring, peer observations, and termly skill-sharing develop confidence and embed best practice in delivering high-quality PE. Induction and ongoing support for new staff ensure rapid acquisition of skills and confidence in teaching the PE curriculum.



		strategies and resources. Provide induction and ongoing support for new staff, ensuring they quickly gain confidence in delivering the PE curriculum. Continue to monitor impact through staff surveys, lesson observations, and pupil voice to measure sustained improvement over time.	Records of staff-led PE initiatives, clubs and leadership roles showing independence from external coaches and increased staff confidence. Pupil assessment data, case studies and surveys showing progress in skills, physical literacy, confidence, motivation, enjoyment, teamwork and resilience. Registers and participation data showing increased engagement from SEND, disadvantaged pupils and girls, with consistent participation across all year groups and abilities. High-quality, inclusive and sustainable provision of PE and sport across the school.	Learning walks and pupil feedback show consistently engaging, progressive, and inclusive PE lessons. Registers, participation data, and pupil assessments demonstrate increased engagement, skill development, and physical literacy, particularly for SEND pupils, disadvantaged pupils and girls. Records of staff-led PE initiatives, clubs, and leadership roles show independence from external coaches and strengthened staff confidence. QA Visit Feedback and Diamond Trust Mark.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	- Increased staff confidence and competence in PE through CPD, mentoring, peer observation and team teaching, including improved delivery of gymnastics and dance. - High-quality, inclusive PE confirmed through learning	- Increased staff leadership of PE, clubs and competitions, reducing reliance on external coaches and strengthening ownership. - QA processes (learning walks, pupil voice, staff feedback, Diamond Trust Mark) confirm high-quality, inclusive and sustainable PE provision. - Strong culture of CPD and peer	- Staff surveys: increased confidence post-CPD, especially in gymnastics and dance. - CPD records: engagement in training, mentoring, peer observation and team teaching. - Learning walks: high-quality,	Included on 'Reporting Primary PE and Sport Grant Expenditure' Online Submission



	walks and pupil voice, with pupils reporting enjoyment, challenge and clear progression. • Stronger staff collaboration through peer support, mentoring and skill-sharing, improving consistency and embedding best practice across the school. • Improved pupil outcomes in physical literacy, fundamental movement skills, confidence, resilience, teamwork and motivation to participate.	support ensures ongoing improvement in teaching and pupil outcomes. • Participation data shows sustained, inclusive engagement with increased involvement from SEND pupils, girls and disadvantaged pupils.	inclusive teaching with effective differentiation and progression. • Peer observation/mentoring: improved practice through feedback and shared strategies. • Pupil voice: increased enjoyment, confidence and engagement in PE. • Assessment data: improved physical literacy, skills and progress, with supporting case studies. • Participation data: high engagement overall with increased SEND, girls and disadvantaged participation. • Staff-led provision: more school-led clubs/events. • Induction records: effective support increasing new staff confidence in PE delivery. • External validation: Diamond Trust Mark and feedback confirming quality and impact	
--	---	--	---	--

Plan, Monitor and Evaluate (2025-26)

Objective 2: Increasing engagement of all pupils in regular physical activity and sporting activities.



	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To increase the engagement of all pupils in regular physical activity and sport through high-quality PE lessons, extracurricular clubs, active playtimes and inclusive sporting opportunities that encourage participation, enjoyment and wellbeing.	Increase pupils' engagement in regular physical activity by delivering high-quality, inclusive PE lessons that are enjoyable, challenging, and accessible to all pupils, regardless of their ability or background. Teachers will deliver a broad and balanced PE curriculum that develops fundamental movement skills, confidence, teamwork, and a positive attitude towards physical activity. A wide range of extracurricular sports clubs, active playtime opportunities and enrichment activities will be offered to encourage all pupils to participate in physical activity beyond curriculum time. To further promote active lifestyles, the school will organise intra-school competitions, participate in inter-school sporting events and establish links with local sports clubs and community organisations through our membership of NPCAT Sport. Participation will be regularly monitored to identify any groups of pupils who may be less engaged, allowing targeted support and inclusive opportunities to be provided. Pupil feedback will also be used to shape future provision, ensuring	Increased participation in PE lessons, extracurricular clubs, and sporting activities across all year groups. Higher levels of pupil engagement, enjoyment, and confidence in physical activity. Improved physical fitness, health, and overall wellbeing of pupils. Greater inclusion, with all pupils, regardless of ability or background, participating in a range of physical activities. Enhanced teamwork, resilience, communication, and leadership skills through sport. Positive attitudes towards healthy, active lifestyles that extend beyond the school day. Increased participation in intra-school and inter-school competitions. Improved attendance and readiness to learn as a result of increased physical activity and wellbeing. Participation data showing increased engagement, particularly	Pupil participation data showing increased involvement in PE lessons, sports clubs, competitions, and physical activity opportunities. Registers from extracurricular clubs to monitor engagement levels. Pupil voice surveys and feedback demonstrating enjoyment, confidence, and attitudes towards physical activity. Staff observations and assessments showing improvements in pupils' skills, confidence, teamwork, and participation. PE assessment data demonstrating progress in physical development and sporting skills. Records and photographs of sporting events, competitions, enrichment activities and active play initiatives.



		activities remain relevant and enjoyable. Achievements and participation will be celebrated through assemblies and reward systems to foster a positive culture where being active is valued by the whole school.	among identified target groups. Positive pupil voice feedback demonstrating that pupils enjoy and value the school's physical activity and sporting opportunities. A whole-school culture where physical activity is promoted, celebrated, and embedded as part of everyday school life.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	- Increased staff confidence and expertise in inclusive PE through CPD, mentoring and peer observation, improving differentiation and accessibility. - Improved teaching quality, evidenced by learning walks and pupil voice, showing consistently inclusive and engaging PE. - Increased participation in PE, clubs and competitions, especially among SEND, girls and disadvantaged pupils. - Improved pupil outcomes in physical literacy, skills, confidence and resilience, with stronger progress for targeted groups. - Increased leadership opportunities for SEND pupils,	- Inclusive practice is embedded across PE curriculum, teaching and staff development, ensuring long-term consistency and impact. - CPD, mentoring and peer observation have built staff confidence and reduced reliance on external support. - Ongoing monitoring (learning walks, pupil voice, data and assessment) ensures needs are identified and addressed early. - A broad curriculum and expanded extracurricular offer maintain engagement by meeting pupil interests and needs. - Leadership opportunities for SEND pupils, girls and disadvantaged pupils support sustained participation and role modelling.	- Staff CPD showing sustained engagement and increased confidence in inclusive PE delivery for SEND, girls and disadvantaged pupils. - Learning walks showing consistently inclusive teaching, high engagement, differentiation and appropriate challenge. - Pupil voice showing increased enjoyment, confidence and inclusion in PE. - Participation data showing increased engagement and reduced gaps for key groups. - Assessment data showing improved physical literacy,	Included on 'Reporting Primary PE and Sport Grant Expenditure' Online Submission



	girls and disadvantaged pupils, strengthening confidence and belonging. • A more diverse curriculum improves engagement by reflecting pupil interests and needs. • Raised profile of PE through celebration of achievement, increasing aspiration and motivation. • Inclusive practice embedded across PE, clubs and staff development, ensuring a sustainable model.	• Celebration of achievement raises aspiration and strengthens a positive PE and sport culture. • Inclusive PE is consistently embedded across lessons, clubs and sport, ensuring continued improvement over time.	skills, confidence and resilience, with supporting case studies. • Curriculum planning showing a broader, more inclusive offer with embedded adaptation and differentiation. • Staff-led provision records showing increased staff leadership and reduced reliance on external coaches.	
--	--	---	---	--

Plan, Monitor and Evaluate (2025-26)

Objective 3: Raising the profile of PE and sport across the school, to support whole school improvement.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To enhance the status and visibility of physical education and sport across the whole school so that all pupils, staff, and the wider community value and engage in physical activity as a key driver of whole-school improvement — improving behaviour, wellbeing, attainment and school ethos.	Make PE and sport central to school life: Embed PE and physical activity across the curriculum and school day (active lessons, breaks and cross-curricular links). Celebrate PE achievements in assemblies, newsletters and displays to raise the profile of sport. Encourage pride in participation and achievement: Recognise pupil achievements through certificates,	Increased participation and engagement: More pupils take part in PE, clubs, and competitions, showing enthusiasm and pride. Improved behaviour and attitudes: Sporting values such as teamwork and respect enhance classroom behaviour,	Club participation increased with more KS2 pupils entering competitions each year. Pupil voice shows children enjoy PE more and feel more confident. Sports Leaders promote active play and positive role modelling



		awards, and competitions. Develop leadership opportunities to give pupils responsibility and ownership. Use sporting values to strengthen school culture: Integrate teamwork, resilience, respect, and fair play into PE lessons, clubs and competitions. Promote these values in assemblies, school campaigns, and behaviour initiatives. Improve pupil wellbeing, engagement, and readiness to learn: Offer varied, inclusive PE and extracurricular activities to suit all abilities and interests. Track pupil engagement and wellbeing through surveys, reflections and participation data. Build staff confidence and enthusiasm: Provide targeted CPD, mentoring and peer observation opportunities. Share best practice and celebrate successful teaching and innovation in PE. Develop community links and parental involvement: Establish partnerships with local clubs, sports organisations and community events. Attend major sporting events: Take Sports Leaders to Women's T20 World Cup at Headingley, dancers to Challenge Cup Final at Wembley and participate in	focus, and attendance. Enhanced wellbeing and confidence: Regular activity boosts self-esteem, resilience, social skills, and emotional regulation. Positive academic impact: Increased concentration and motivation support learning across the curriculum. Stronger school ethos and community: PE and sport are central to the school's identity, celebrated by staff, pupils, and parents.	at lunchtimes and in assemblies. Teachers report improved teamwork, focus, and behaviour in class. Inclusive provision ensures full participation from SEND and less active pupils. 100% of staff accessing CPD leading to improved lesson quality and assessment. Sporting achievements celebrated in assemblies, newsletters and across media platforms like Seesaw strengthening school ethos. Strong community links with local sports clubs providing extended opportunities to engage in high-quality sport and develop skills beyond the school setting.
--	--	---	---	--



		The Brownlee Triathlon at Harrogate. Sporting celebration: Attend NPCAT Annual Sports Awards at The Riverside Stadium, Middlesbrough.		
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	- Positive, active school culture established through PE and sport. - Pupils are proud of their achievements and show increased confidence. - Behaviour and focus in class have improved. - Staff confidence in delivering PE has grown. - Participation in PE lessons, clubs, and competitive sport has increased significantly. - Physical activity underpins wellbeing, engagement, and academic success across the school.	- Staff are skilled and confident in delivering high-quality PE. - Pupil leadership is embedded through Sports Leaders and Play Leaders. - PE curriculum and daily activity routines are consistently timetabled. - Durable resources and equipment support long-term provision. - PE and sport are integral to the school's ethos and celebrated regularly. - Monitoring and leadership structures ensure ongoing accountability and impact. - Strong community links with York Dance Space, York Knights, York City Football Club, Rowntree Park Tennis Club, York RI Rugby Club and York St. John University.	- Staff have received CPD and ongoing support, increasing confidence in delivering PE. - Pupil leadership is embedded through Sports Leaders and Play Leaders. - PE is fully integrated into the curriculum and timetabled consistently across all year groups. - Durable equipment and resources support long-term provision of PE and physical activity. - Monitoring and reporting systems are in place to track participation, progress and impact. - PE and sport are embedded in the school ethos and celebrated through assemblies and events.	Included on 'Reporting Primary PE and Sport Grant Expenditure' Online Submission



Plan, Monitor and Evaluate (2025-26)

Objective 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.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To provide all pupils with a broader, more inclusive and equitable experience of a wide range of sports and physical activities, ensuring equal access, participation, and opportunity.	Broaden the curriculum and extracurricular offer: By introducing a wide range of sports and activities, including traditional sports and alternative options. Ensure activities are accessible to all abilities, including SEND pupils and those less confident in traditional sports. Inclusive planning: By using adaptive strategies to cater lessons to different abilities and needs. Tailor extracurricular clubs to engage underrepresented groups, such as girls, SEND pupils, and disadvantaged pupils. Pupil voice and engagement: By gathering regular pupil feedback on preferred activities and participation barriers to inform curriculum and club planning. Offer opportunities for pupils to lead, suggest, or shape sports activities, increasing ownership and engagement. Staff training and support: Provide targeted CPD and mentoring to enhance staff confidence in delivering a wide range of inclusive activities, and encourage staff to share best practice and innovate with new sports and	Increased participation across all year groups, including SEND pupils, girls, and disadvantaged pupils, in both PE lessons and extracurricular clubs. Greater engagement and enjoyment in physical activity, with pupils demonstrating confidence and motivation to try new sports and activities. Improved skill development and physical literacy, evidenced through assessments, observations, and pupil progression data. Stronger sense of inclusion and belonging, with all pupils feeling valued and able to access a wide range of sporting opportunities. Enhanced pupil leadership and voice, with opportunities	Registers and participation data showing engagement across all year groups, with disaggregated data for SEND pupils, girls, and disadvantaged pupils. Pupil voice surveys and interviews reflecting enjoyment, motivation, confidence, and a sense of belonging in PE and extracurricular activities. Lesson observations and learning walks demonstrating inclusive practice and effective use of inclusive strategies. Curriculum maps and planning documents showing a broad and progressive PE offer that includes traditional and alternative sports. Extracurricular club records evidencing participation in a wider range of activities and



		activities. Community and external partnerships: Working with YSSN, NPCAT Sport, local sports clubs and organisations to extend the variety and quality of opportunities available. Invite external coaches for taster sessions or skill workshops to expose pupils to new sports. Monitoring and evaluation: Track participation across all year groups, genders, SEND, and disadvantaged pupils to ensure equitable access. Review registers, pupil feedback, and progression data to identify gaps and adjust provision accordingly.	for pupils to suggest, lead, or shape activities. Sustainable, high-quality provision, with staff confident in delivering inclusive PE and adaptable activities that meet diverse needs. Positive culture of sport, where pupils take pride in participation and achievement, and sporting values like teamwork, resilience, and respect are embedded in school life.	targeted provision for underrepresented groups. Staff CPD logs, mentoring, and peer observations confirming improved confidence and expertise in delivering inclusive PE.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	• Broader, more inclusive PE and extracurricular offer, including traditional and alternative sports accessible to all pupils. • Increased participation across all groups, including SEND pupils, girls and disadvantaged pupils. • Improved enjoyment, engagement and willingness to try new activities, supported by pupil voice feedback. • Improved physical literacy, skills and progression	• Inclusive, broad PE and extracurricular offer embedded across school, ensuring long-term access to a wide range of activities for all pupils. • Sustained high participation across all groups, including SEND, girls and disadvantaged pupils, supported by ongoing monitoring and targeted provision. • Consistently positive pupil engagement, enjoyment and willingness to try new activities, reinforced through pupil voice and curriculum design. • Ongoing development of physical literacy and skills through a	• Registers and participation data showing engagement across all groups, including SEND, girls and disadvantaged pupils, with ongoing monitoring of trends. • Pupil voice surveys and interviews evidencing enjoyment, motivation, confidence and a strong sense of inclusion in PE and	Included on 'Reporting Primary PE and Sport Grant Expenditure' Online Submission



	evidenced through assessment and observation. • Stronger sense of inclusion, belonging and confidence for all pupils in PE and sport. • Increased pupil leadership and voice, with pupils helping to shape and influence activity. • More confident and skilled staff delivering inclusive PE through CPD, mentoring and shared practice. • More effective use of adaptive teaching (e.g. STEP) ensuring activities are accessible for all abilities. • Stronger partnerships with external organisations enhancing range and quality of opportunities. • Improved monitoring of participation data ensuring equitable access and targeted support where needed. • Positive and sustainable PE culture where teamwork, resilience and respect are embedded across school sport.	progressive curriculum and consistent assessment approaches. • Strong culture of inclusion and belonging embedded in PE, promoting confidence and participation for all pupils. • Pupil leadership and voice embedded as part of PE provision, ensuring continued pupil influence on sport and activity offer. • Staff confidence and expertise sustained through CPD, mentoring and collaborative practice in inclusive PE delivery.	sport. • Lesson observations and learning walks showing consistently inclusive practice and effective use of adaptive strategies • Curriculum maps and planning documents demonstrating a broad, inclusive and progressive PE and extracurricular offer. • Club and extracurricular records showing participation in a wide range of activities and targeted provision for underrepresented groups. • Staff CPD, mentoring and peer observation records showing increased confidence and sustained practice in delivering inclusive PE. • Assessment and progress data showing development of physical literacy, skills and progression across all groups.	
--	--	--	---	--



Plan, Monitor and Evaluate (2025-26)

Objective 5: Increasing participation in competitive sport.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	To increase participation in competitive sport among all pupils, with a particular focus on engaging SEND and disadvantaged pupils, by providing inclusive opportunities, targeted support and a diverse range of competitions that encourage confidence, teamwork, and enjoyment.	Inclusive and varied competitions: Introduce a wide range of inclusive competitions, including intra- and inter-school events, mini-tournaments, and adaptive formats, tailored to engage SEND pupils, girls, and disadvantaged pupils with appropriate support and challenge. Targeted support and scaffolding: Using NPCAT Sport resources, provide targeted coaching and small-group support, using STEP adaptations and inclusive strategies to ensure all pupils can participate confidently in competitive sport. Pupil leadership and voice: Encourage pupils to take on leadership roles and gather feedback to shape inclusive and engaging competitions. Staff development and collaboration: Deliver targeted CPD and mentoring to build staff confidence in running inclusive competitions and supporting underrepresented pupils, while collaborating with external providers, local clubs through NPCAT Sport to offer a wider range of high-quality competitive opportunities.	Increased participation in competitive sport across all year groups, with SEND pupils, girls, and disadvantaged pupils engaging confidently in intra- and inter-school competitions, mini-tournaments, and adaptive formats. Improved confidence, teamwork, and enjoyment, with pupils demonstrating resilience, motivation, and pride in taking part. Targeted pupils thriving through small-group support, STEP adaptations, and inclusive strategies, reducing barriers to participation. Stronger pupil leadership and voice, with pupils taking on ambassador or Sports Leader roles and contributing to competition planning and development.	Registers showing attendance and sustained participation in competitions and events with breakdowns for SEND pupils, girls and disadvantaged pupils. Pupil voice interviews and case studies showing enjoyment, confidence, sense of belonging and increased participation. Observation notes from staff and NPCAT coaches showing pupil engagement, teamwork, sportsmanship and the application of lesson skills in competitions. Staff CPD logs, mentoring, peer observations and team-teaching records showing targeted training and application of best practice in inclusive competitions. Records of Sports Leaders demonstrating involvement in



		Recognition and celebration: Recognise and celebrate pupil participation and achievement through assemblies, newsletters, certificates, and awards, promoting sporting values such as teamwork, resilience, respect and fair play to motivate pupils and raise aspiration. Monitoring and evaluation: Monitor participation and progress through registers, surveys, and assessments, reviewing termly to identify gaps and improve provision.	Enhanced staff confidence and expertise, able to deliver inclusive competitions and support underrepresented groups effectively. Broader, high-quality opportunities through collaboration with NPCAT Sport, local clubs, and external providers. Positive culture of recognition and aspiration, celebrating achievements through assemblies, newsletters and social media while reinforcing sporting values of teamwork, resilience, respect, and fair play. Data-informed improvements to identify gaps, adjust provision, and ensure sustained engagement and development.	organising and leading competitions including Leadership Passport evidence. Evidence of pupil achievements celebrated through assemblies, newsletters, social media, certificates and awards, recognising participation, effort, and sporting values. Records of partnerships with YSSN, NPCAT Sport, local sports clubs and external coaches delivering competitions or taster sessions. Termly monitoring of participation, progress, and confidence, with data used to inform adjustments to competitions and targeted support.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	Participation in competitive sport has increased across all year groups, with more pupils engaging in a wider variety of inclusive intra- and inter-school competitions, mini-tournaments, and adapted	Staff confidence has increased through CPD, mentoring and collaborative planning, enabling inclusive competitions to be delivered independently.	Participation registers showing increased and sustained involvement in competitions, including SEND, girls	Included on 'Reporting Primary PE and Sport Grant Expenditure' Online Submission



	events. Targeted support, alongside STEP adaptations and small-group coaching, has enabled SEND pupils, disadvantaged pupils, and girls to participate with greater confidence and success, reducing barriers to involvement. Pupil confidence, teamwork, resilience, and enjoyment have all improved, with staff observations and pupil voice demonstrating increased willingness to take part in competitive activities and a stronger sense of belonging. Many pupils who were previously reluctant to compete are now participating regularly and showing pride in representing the school. Opportunities for pupil leadership have expanded through Sports Leader roles, with pupils helping to organise competitions, support younger children, and contribute ideas for future events. This has strengthened leadership skills, responsibility, and pupil voice across the school. Staff confidence in delivering inclusive competitive sport has also increased through CPD, mentoring, and collaborative work with NPCAT Sport. Staff are now more confident in adapting activities, supporting underrepresented groups, and providing meaningful competitive	• Inclusive strategies, including adaptations and targeted support, are embedded in PE lessons and competition planning. • Sports Leaders and pupil ambassadors help organise and promote competitions, developing leadership capacity. • Strong partnerships with NPCAT Sport, local clubs and external providers provide ongoing opportunities and pathways. • Termly monitoring of participation data and pupil voice informs future planning and targeted support. • Regular celebration of participation and achievement helps maintain enthusiasm, motivation and engagement in competitive sport. • A broad and inclusive competition calendar is now established, ensuring all pupils, particularly SEND, girls and disadvantaged pupils, continue to access high-quality competitive opportunities.	and disadvantaged pupils. • Competition records and fixture logs for intra- and inter-school events, mini-tournaments and inclusive competitions. • Pupil voice surveys, interviews and case studies demonstrating increased confidence, enjoyment and sense of belonging. • Staff observations and specialists' feedback evidencing improved engagement, teamwork and resilience. • CPD records, mentoring logs, peer observations and team-teaching evidence showing increased staff confidence and inclusive practice. • Sports Leader	
--	--	---	--	--



	opportunities for all pupils. Partnerships with YSSN, NPCAT Sport, local clubs and external providers have broadened the range and quality of sporting experiences available, giving pupils access to new sports and pathways beyond school. Regular celebration of participation and achievement through assemblies, newsletters, certificates, and social media has helped to raise the profile of PE and reinforce values such as teamwork, resilience, respect, and fair play. Ongoing monitoring through participation registers, pupil voice, and termly reviews has enabled the school to identify gaps in provision and adapt opportunities accordingly. As a result, participation has become more inclusive and sustainable, ensuring that all pupils, particularly those from underrepresented groups, have equitable opportunities to enjoy and succeed in competitive sport.		registers, Leadership Passport evidence and records of pupils organising or leading events. • Photographs, newsletters, assemblies, certificates and social media posts celebrating participation and achievement.	
--	--	--	---	--