

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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

Useful Links:

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

Review of the last academic year (2024/2025)



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- 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.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	-88% of Year 6 leavers were able to swim confidently and proficiently over a distance of at least 25 metres. -Swimming was taught to all Y1 and Y2 children in 2 week blocks. -Top up swimming was taught to Y3 children. The additional top up swimming was funded by PE Premium funding and helped to increase the % of children in Y3 who can swim 25 metres.	Our local swimming pool has been closed for a re-build, therefore we are having to travel further for our statutory and top up swimming lessons. The cost of transport is expensive.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	-80% of Year 6 leaver able to perform a range of strokes. The additional top up swimming was funded by PE Premium funding and helped to increase this percentage.	The cost of private swimming lessons is a barrier to our families, a lot of children are only learning to swim through the opportunities within school. Water safety is now a priority with range of strokes being embedded for those who attend private lessons.

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. Perform safe self-rescue in different water-based situations	-92% of Year6 leavers able to perform safe self-rescue in different water-based situations. The additional top up swimming was funded by PE Premium funding and helped to increase this percentage.	-Safe self-rescue is the priority due to our children visiting the local beaches throughout the year. This is important to us because are children are generally not learning to swim outside of school. Water safety and confidence is what we would like to focus on and embed.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	-CPD provided throughout the year from Redcar and Eston School Sports Partnership. School have an excellent relationship with the partnership who provide any CPD requested. -Class teachers have taken their classes to sports events, which has acted as CPD opportunities with resources provided. -Staff feedback is teachers have enjoyed these trips and feel more confident leading active sessions. -Use of Complete PE and Cross Curricular Orienteering. Evidence: -Lesson observations/learning walks -Pupil voice.	We don't have 100% staff confident and competent in all areas.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	-We provide all children with a minimum of 2 hours of timetabled PE each week. -All children from FS2-Y6 are given the opportunity to take part in at least one sports trip throughout the year. -All children from Y1-Y6 are given the option to be part of an after-school club each term. -Active break times are providing children with more opportunities to be active throughout the school day. Evidence: -Observations of playtimes. -Events tracker. -Pupil voice.	Playground equipment needed renewing throughout the year as it is used daily. Evidence: We need to think about more durable equipment and ensure children are taught how to use it and look after it. -We need to ensure children move more during curriculum time.

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	-PE staff promote PE and school sport weekly in PE lessons, assemblies and newsletters. -Use of Golden tickets within PE lessons and linking them to the school STAR values. Evidence: Children understand the meaning of the values when questioned. Values are transferring from PE lessons into the classroom – e.g. determination, self-belief.	We understand the power of PE, sport and physical activity on children's mental health. We would also like to engage our parents in the whole process to help their understanding too. -Wider school staff could deliver clubs or active sessions.
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	Broad and balanced curriculum and clubs offer was provided through use of pupil voice. -Providing separate boys and girls football clubs was a big success, encouraging more girls to join clubs than previous years. -SSP, 'This Girl Can' and 'This Boy Can' events proved beneficial to Y5 children and will be offered to the new Y5 cohort. Evidence: -Pupil voice. -Attendance registers. -Attitudes of children.	

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?
5. Increasing participation in competitive sport	-We continue to provide competitive opportunities to ALL children within PE lessons, at after school clubs and through SSP events. -When entering SSP competitive events we take the maximum of 3 teams to ensure high numbers of children are given competitive opportunities. Evidence: -Pupil voice.	We need to do more intra house competitions with our coloured teams. Providing more opportunities for children to increase participation in competition. This would also help prepare our children more for inter school competitions.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

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	24/25 -88% 25/26 Results: 92% Local pool is now open after being closed for a number of years. Families can now access local swimming lessons/ sessions without requiring transport	Some families can not afford to take their children swimming. Next year we will look into providing vouchers for families who may find it difficult to provide swimming lessons for their children.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	24/25 -80% 25/26 Results: 89% The local swim club is now running from our local pool again.	Small percentage of children attend swim clubs. Contact local swimming club for flyers to promote sessions for next year.
3. Perform safe self-rescue in different water-based situations	24/25 -92% 25/26 Results: 96% Water safety assemblies highlighted the importance of self-rescue.	Continue water safety assemblies as the warm weather is drawing many of our families to local beaches.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence (to be completed JULY2026)
Integrate the schools enthusiasm for PE and sport into all aspects of school life by fostering strong intra-house team identities through the use of unique mascots and opportunities for intra house competitions.	Embedding the school's ethos within the house system—through the use of unique team mascots and colours—helps strengthen our sense of community and belonging. This approach: ● Builds school spirit: Children identify with their house teams, promoting pride and unity across all year levels. ● Encourages positive competition: Friendly rivalries motivate children to participate and excel in both academic and extracurricular activities. ● Reinforces shared values: Each team reflects aspects of the school's ethos, helping students internalize these values through everyday experiences. ● Fosters inclusion and teamwork: Every child has a place within their house, encouraging collaboration, respect, and mutual support. ● Enhances engagement: Mascots and colours create excitement, visibility, and lasting traditions that make school life more vibrant and memorable. By embedding our ethos in this way, we ensure it is not just spoken about—but lived and experienced throughout the school community.	2,3&5	Pupil/staff voice data through half-termly surveys and interviews/group discussions with a variety of pupils and staff.
Actively promote indoor and outdoor play and continuous learning opportunities across both the Early Years Foundation Stage (EYFS) and Key Stage 1, fostering curiosity, creativity, and holistic development in every child.	Encouraging outdoor play and continuous provision across EYFS and KS1 supports children's physical, social, and emotional development. Outdoor activities promote physical health, gross and fine motor skills, and resilience, while continuous provision allows children to explore, experiment, and learn at their own pace. This approach nurtures creativity, problem-solving skills, and independence, helping children build confidence and a lifelong love of learning.	2,3&4	-Staff feedback

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Continued...	For the school, this approach enhances the learning environment by creating a dynamic, engaging, and inclusive curriculum. It supports positive behavior and wellbeing, encourages collaborative learning, and strengthens the connection between classroom learning and real-world experiences. By prioritizing holistic development, the school fosters a community of motivated, confident learners who thrive academically and socially. ere	2,3,4	
Inspire future careers in PE and Sport by providing job opportunities within school.	We want every child to see how PE and sport can turn into amazing jobs in the future. From being a professional athlete to a coach, physiotherapist, sports scientist, or PE teacher, there are so many ways to work in sport when you grow up. We show children the exciting careers they could aim for by giving them opportunities to have jobs in school. This will give them the skills, knowledge, and confidence to follow their dreams.	3,4	-Pupil voice that children enjoy having responsibilities around school.
To provide classroom teachers with CPD opportunities that build their confidence and knowledge in creating active learning environments, taking children outdoors, and understanding the benefits of physical activity on children's well-being and academic performance.	Teacher- Increase teacher confidence, enhance teacher skills and improve classroom management. Child- To improve Physical Health, enhance mental well-being, allow better academic Performance, help the development of Social Skills and increase motivation.	1	-Staff feedback.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Whole School Physical Activity Week.	To support National School Sports Week. Engage children in a broad range of activities with exit routes to promote physical activity outside of the school day.	2,3,4 &5	-Local club data and feedback. -Pupil feedback.
Motivate girls to be engaged in physical activity in preparation for the transition to secondary school.	Nationally a high percentage of girls drop out of PE and physical activity during the transition from primary to secondary school. We want to give children the confidence and motivation to continue to be active throughout their time in education and beyond.	4	-Pupil feedback

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*

Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Embedd strong intra-house team identities and team spirit.	-Introduce team mascots for each coloured team. -Use a team voting system to name the mascots. -Half termly intra house competitions. -Team identity clothing (bibs, wrist bands). -Introduction of a school dance (FS/KS1&KS2). -Assemblies. -Communication with parents.	• Build school spirit. • Encourages positive competition. • Reinforce shared values. • Foster inclusion and teamwork. • Enhance engagement.	Pupil/staff voice data through half-termly surveys and interviews/group discussions with a variety of pupils and staff.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	All pupils have a strong sense of belonging and identity. Pupils were actively involved in the process by voting to name their house mascots, increasing	Yes. The house system is now embedded within the school's calendar through planned half-termly competitions and celebration assemblies.	Increased pupil participation in intra-house events throughout the academic year.	£500

Plan, monitor and evaluate (2025/2026)



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Continued ...	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	ownership, engagement and enthusiasm. Half-termly intra-house competitions have increased participation in a range of sporting and non-sporting activities, encouraging positive competition and teamwork. House flags, mascots and regular celebration assemblies have raised the profile of the house system and strengthened school spirit. Pupils have demonstrated improved collaboration, respect and pride in representing their house, contributing to a more positive school culture.	House identities (mascots, names and flags) provide a lasting structure that can be used with future cohorts of pupils. Staff have clear roles in organising and leading house events. The system can be adapted each year by introducing new competitions while maintaining the established house structure, ensuring continued pupil engagement.	Positive pupil voice feedback highlighting increased enjoyment, sense of belonging and pride in representing their house. Attendance and engagement at house assemblies and competitions. Photographs of house flags, mascots, competitions and celebration assemblies. Competition results and house point records demonstrating regular participation across all year groups. Staff observations showing improved teamwork, cooperation and positive behaviour during house activities. Feedback from parents and visitors recognising the increased school spirit and positive learning environment	

Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Actively promote indoor and outdoor play and continuous learning opportunities.	-Update line markings on each playground. -Increase outdoor play opportunities. -Give further opportunities for children to be active outdoors at play times and curriculum time. -Provide FS1/2 with outdoor clothing and footwear. -Build storage for wellies and outdoor wear. -Give children opportunities for continuous play in Y1 learning areas. -Y1 staff to plan continuous provision opportunities. -Purchase of SEND equipment to be used in the, 'Sensory room' -Communication with parents and careers for donations of toys and activities.	-Creativity, problem-solving skills, and independence, enhanced. -Promote confidence and a lifelong love of learning. -Dynamic and inclusive learning environments. -Positive behavior and wellbeing. -Confident learners.	Staff, pupil and parent/car eer voice. Observatio ns.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (to be completed July 2026)	The updated playground line markings have transformed both outdoor and indoor play spaces.	Yes. The playground markings provide a long-term resource that will benefit future cohorts with minimal ongoing maintenance.	Increased observations of active participation	£9,370

Plan, monitor and evaluate (2025/2026)



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	By involving pupils in voting for the new playground markings, children developed a sense of ownership, leading to greater engagement and more frequent use of the spaces. Increased access to play equipment and improved storage has encouraged higher levels of physical activity at break and lunchtime, with a wider range of pupils participating in active play. The Year 1 continuous provision has been enhanced through additional resources, supporting active learning, physical development and collaborative play within the classroom environment. Sensory room equipment has improved provision for pupils with additional sensory needs, promoting self-regulation, wellbeing and readiness to learn. Parent and carer donations of toys and play resources have enriched play opportunities while strengthening links between home and school. Overall, the developments have contributed to improved pupil wellbeing, increased physical activity, positive social interactions and greater engagement during playtimes.	New equipment storage systems help ensure resources are organised, accessible and well maintained, extending their lifespan. The enhanced Year 1 continuous provision and sensory room are embedded within everyday teaching and learning and will continue to support pupils year after year. Regular monitoring of equipment, pupil voice and playtime provision will ensure the resources continue to meet pupils' needs.	Pupil voice demonstrating enjoyment of the new playground markings, equipment and play opportunities. Reduced incidents of low-level playground behaviour through greater engagement in structured play. Evidence of Sports Premium funding being used to create sustainable improvements to pupils' physical activity, wellbeing and play opportunities.	

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Inspire future careers in PE and Sport.	-Provide job opportunities for children to apply for. -Provide leadership training through RESSP. -Children to be given job roles and responsibilities around school. For example, Sports leaders, PE leaders, sports trip supervisors, report writers. -Children to be paid a weekly wage. -PE staff / assemblies and notice boards to communicate future job roles to children	-Children enthusiastic to apply for jobs and be motivated to complete them to the best of their ability. -Promote resilience and self-belief by building confidence. -Enhance children's ideas of future job opportunities for themselves.	-Staff observations of children. -Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The introduction of pupil leadership roles has increased pupils' understanding of future careers in PE, sport and leadership by providing meaningful responsibilities within school.	Yes. The leadership programme can be repeated annually, allowing new pupils to apply for roles and ensuring leadership opportunities remain embedded within the school. Established application and recruitment procedures provide a consistent and fair process for selecting pupil leaders each year.	Records of pupil applications. Attendance records from leadership training delivered by Redcar and Eston School Sport Partnership.	£200

Your objective:



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Giving pupils the opportunity to apply for roles through a recruitment process has developed employability skills such as completing applications, interviewing, communication and responsibility. Leadership training delivered through the Redcar and Eston School Sport Partnership has equipped pupils with the confidence and skills to organise activities, support younger children and act as positive role models. Pupils have demonstrated increased confidence, resilience and independence through leading activities and taking ownership of their roles. The weekly reward of Proud Points has recognised commitment and responsibility, motivating pupils to maintain high standards and encouraging others to aspire to leadership positions. The program has developed transferable skills including teamwork, organisation, communication, problem-solving and leadership, helping pupils prepare for future education and employment.	Continued partnership with Redcar and Eston School Sport Partnership will enable future cohorts to access high-quality leadership training. Experienced pupil leaders can support and mentor new leaders, helping to maintain the programme and develop leadership capacity across the school. The Proud Points reward system is already embedded within the school's wider behaviour and rewards strategy, making recognition of leadership sustainable over time.	Staff observations demonstrating increased confidence, responsibility and leadership skills. Pupil voice reflecting increased aspirations, confidence and interest in careers within PE, sport and leadership. Weekly Proud Points records recognising pupils' commitment and contribution. Positive feedback from staff, pupils and visitors regarding the effectiveness and impact of pupil leaders across the school.	

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Use the power of PE, sport and physical activity to positively influence mental health and well-being	-RESSP staff meetings. -Regular communication from PE lead to teachers with ideas and resources. -Communication with PE lead and Mental Health lead. -Purchase fitness equipment to target Y5/6 children. -Take part in, 'Unleash Your Drive' a Golf program that also promotes mental health tool kits.	-Give children tools to support their mental health. -Give children knowledge of the link between physical activity and mental health. -Improvement on mental health and well-being.	-Pupil and staff voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The introduction of the Unleash Your Drive golf program has had a positive impact on pupils' mental health and well-being.	Yes. The school now has a complete set of golf equipment, enabling the programme to continue without significant additional costs.	Supporting evidence includes pupil voice demonstrating improved confidence, resilience and understanding of mental wellbeing strategies.	£0

Your objective:



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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Through structured lessons, KS2 pupils have developed practical strategies to manage emotions, build resilience and improve self-confidence. The programme has encouraged pupils to reflect on their feelings while developing focus, perseverance and self-regulation through physical activity. New golf equipment has increased participation and enthusiasm, providing an inclusive activity that supports both physical wellbeing and positive mental health.	Staff have developed the knowledge and confidence to deliver the Unleash Your Drive resources as part of the PE curriculum in future years. The mental health toolkit can be revisited across different year groups, ensuring pupils continue to develop strategies for emotional wellbeing. The equipment and teaching resources provide a sustainable legacy beyond the initial investment.	Staff observations identified increased engagement, perseverance and positive attitudes during lessons. The continued use of the equipment and resources demonstrates that the programme has become embedded within the school's PE provision.	

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop a whole school physical activity week linked to National School Sports Week . Engage, 'least active' children who do not take part in physical activity outside of school.	-Plan and deliver a whole school Physical Activity Week. -Engage children in different activities they will not previously have tried. -Sports and Activities linked to local clubs. -Work with a group of children to design the week.	-Children are fully engaged during the week. -Children are inspired and want to take part in the activities again. -Exit routes provided and children take up opportunities outside of school.	-Pupil voice. -Club feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The whole-school Physical Activity Week, linked to National School Sports Week, significantly increased participation in physical activity across all year groups.	Yes. The success of Physical Activity Week has established it as a valuable annual event within the school calendar.	NSSW timetable sent out to staff. Supporting evidence includes high participation rates across the week, with strong engagement from pupils who are usually less active in PE and sport.	£1400

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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Offering a wide range of inclusive activities—including judo, yoga, glow-in-the-dark dodgeball, silent disco and netball—engaged pupils with different interests and abilities, particularly those who are typically less active. Pupils reported increased enjoyment of physical activity, greater confidence to try new sports and a stronger awareness of opportunities to remain active both in and out of school.	Links with local sports clubs and activity providers can be maintained to offer future opportunities for pupils to experience a variety of sports. The positive pupil response has identified activities that can be incorporated into curriculum PE, extra-curricular clubs and enrichment days. Promoting local club opportunities each year will continue to encourage lifelong participation in physical activity.	Pupil voice highlighted judo as a particular favourite, alongside positive feedback about yoga, glow-in-the-dark dodgeball, silent disco and netball. Staff observations recorded high levels of enthusiasm, participation and enjoyment. Photographs, activity timetables and attendance records provide evidence of involvement, while increased enquiries and uptake of local sports clubs demonstrate the wider impact beyond 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
Plan and monitor	Give girls in Y5&6 the confidence and motivation to engage in physical activity throughout their education and beyond.	-Pupil voice from girls in Y5/6 on the challenges they face to be active and what they enjoy taking part in. -HB to liaise with RESSP. -Provide exit route information for local club. -Link to National School Sports Week.	-Confident individuals who understand the benefits of physical activity and who seek to continue to be active into their secondary school life and beyond. -High uptake in girls only clubs. -Increased physical activity levels.	All Y5 girls attended the 'This Girl Can' festival through RESSP. The feedback was extremely positive with girls enjoying the event with all taking part in a range of activities. The girls commented they enjoyed using the fitness equipment at the event, therefore school will now purchase some equipment to be used in the curriculum and after school clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Y5&6 girls increased confidence, motivation and enjoyment of physical activity.	Yes. Using pupil voice to shape provision ensures activities remain relevant to future cohorts of girls.	Supporting evidence includes pupil voice surveys completed before and after the programme, demonstrating increased confidence and enjoyment of physical activity.	Membership or RESSP and organised activities in NSSW.

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	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Working alongside Redcar and Eston School Sport Partnership provided positive experiences and role models, encouraging girls to participate more regularly in PE, extra-curricular activities and National School Sports Week, while improving confidence to remain active beyond primary school.	The established partnership with Redcar and Eston School Sport Partnership provides ongoing opportunities to access expertise, programmes and events. Strong links with local sports clubs enable girls to continue participating outside school, supporting lifelong physical activity. The approach can be repeated annually, with pupil feedback informing future planning and ensuring girls' engagement and confidence continue to grow over time.	Participation records show improved attendance at girls' activities and events linked to National School Sports Week. Staff observations identified greater willingness to participate in PE lessons and extra-curricular clubs. Positive feedback from Redcar and Eston School Sport Partnership and local club providers, alongside increased signposting and uptake of community sports opportunities, demonstrates the programme's wider and lasting impact.	

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