

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	Some pupils showed improvement in water confidence and basic swimming proficiency during lessons. Increased staff awareness of barriers to achieving 25m (e.g., low parental engagement) has led to early efforts by Mr Amara to explore solutions.	A significant number of pupils are not meeting the 25m standard. Low parental engagement in swimming activities outside school is limiting pupils' practice time and overall progress. Current swimming provision does not provide enough time or targeted support for non-swimmers to catch up.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils with prior swimming experience demonstrated correct technique across multiple strokes. Lessons introduced a variety of strokes, giving pupils exposure to different movement patterns. Teaching staff identified specific stroke weaknesses early on.	Many pupils who struggle with foundational swimming skills cannot yet perform strokes effectively. Limited practice time and lack of regular reinforcement outside school have slowed technical development. Non-swimmers require more targeted intervention before stroke technique can be refined.
3. Perform safe self-rescue in different water-based situations	Pupils were introduced to basic water safety concepts and some demonstrated an understanding of self-rescue techniques. Staff have begun considering structured ways to improve water safety outcomes.	Self-rescue competence is limited among weaker swimmers or non-swimmers, who lack confidence and basic water mobility. Additional practice and scenario-based learning are needed to improve safety outcomes. Lack of swimming experience outside of lessons has reduced opportunities to reinforce safety skills in varied contexts.

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	Regular training and support from Mr Amara have improved teacher confidence and competence in delivering high-quality PE lessons and extra-curricular activities. Half-termly updates, progression grids, and shared overviews ensure staff are well-prepared and familiar with the curriculum. Team teaching and lesson modelling have directly enhanced practice, while well-maintained equipment supports effective delivery. Ongoing CPD, including Mr Amara's engagement with Featherstone SSP training, ensures leadership remains current and responsive. Pupil interest continues to shape staff training, resulting in more engaging and relevant lessons and clubs.	Some staff still show variation in confidence and expertise, particularly in less familiar sports or new curriculum areas. Limited time in the timetable can restrict opportunities for staff to fully embed new strategies. Targeted CPD may need further refinement to address specific areas of staff development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Survey results have helped us tailor our provision to the interests of less active pupils, leading to a significant increase in participation—particularly through new activities such as yoga, Boxercise, non-competitive games, and a lunchtime multi-sports club. Targeted support for the 20 least active pupils has been effective, with all KS2 pupils now having attended at least one extra-curricular club this year and showing greater motivation, confidence, and positive attitudes towards physical activity. In addition, class competitions and incentives have boosted Daily Mile participation across the school, improving stamina, enthusiasm, and readiness to learn. This targeted, inclusive, and pupil-led approach has created a sustainable model for increasing engagement and fostering long-term interest in physical activity.	Some pupils remain disengaged, often due to external factors such as limited parental support or competing commitments. Certain activities are more popular than others, leading to uneven participation across clubs. Monitoring systems could be further streamlined to quickly identify pupils at risk of disengagement.

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	The school has developed a strong, positive sporting culture, with celebrations of effort and achievement showcased through displays, newsletters, assemblies, and social media, all of which have boosted pupil confidence and raised the profile of sport in the community. Events such as Sports Day, tailored for each age group and supported by Sports Captains and parents, have strengthened engagement, teamwork, and leadership across the school. Under Mr Amara's leadership and through a wide range of high-quality activities, the school is well positioned to sustain its Platinum School Games Mark status and Featherstone Gold Award, demonstrating a long-term commitment to inclusive participation, sporting excellence, and strong community links.	Some achievements or less mainstream sports may receive less recognition, limiting inclusivity. Communication with parents could be further enhanced to strengthen the community profile of PE. Continued work is needed to ensure all year groups and abilities are represented in publicity and celebrations.
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	By actively listening to pupil voice, the school has been able to tailor extra-curricular sports provision to suit different year groups, genders, and less active pupils, helping to boost overall participation. A diverse mix of opportunities—including yoga for younger and ARP pupils, specialist dance sessions, long-running clubs like Boxercise and Tennis, and new additions such as fencing—has broadened the appeal of physical activity. This inclusive approach ensures sustained engagement and encourages more pupils to take part in sport.	Some pupils, particularly non-swimmers or less active groups, still face barriers to participation. Certain clubs or activities may still be underrepresented for specific pupil groups. Ongoing monitoring and targeted support are needed to ensure equity across all year groups.
5. Increasing participation in competitive sport	A strong focus on competition has ensured that all pupils have the opportunity to represent Selborne, either through external SSP events or intra-school competitions held half-termly. This inclusive approach has boosted pupil confidence, developed teamwork skills, and strengthened their sense of belonging to the school. Pupils now take pride in representing their house or school, and regular competition is now embedded in the school culture.	Some pupils still do not engage fully in competitive events due to confidence or skill gaps. Inclusive competitions require further development to ensure all SEND/ARP pupils have meaningful involvement. Exploration of new competitive formats or mini-leagues could enhance engagement and participation further.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	57% of our Year 6 children achieved the ability to swim competently, confidently and proficiently over a distance of at least 25 metres. This is a positive achievement and demonstrates the impact of our swimming provision. Children showed increased confidence, developed their swimming technique and improved their ability to swim safely and independently. The progress made by the children reflects their commitment, regular participation and the support provided through swimming lessons.	A significant proportion of pupils still require further support to develop their swimming ability and water confidence. The gap in attainment suggests that some children may need additional opportunities for regular swimming practice, particularly those who have had less previous experience in the water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	62% of our Year 6 children successfully demonstrated the ability to use a range of swimming strokes effectively, including front crawl, backstroke and breaststroke. This is a positive outcome, showing that the majority of pupils have developed a good range of swimming skills and are able to apply different techniques confidently. The progress made demonstrates the impact of regular swimming provision and the pupils' commitment to developing their technique and water confidence.	A significant proportion of pupils still require further support to develop their stroke technique, coordination and confidence in the water.
3. Perform safe self-rescue in different water-based situations	31% of our Year 6 children achieved the expected standard. These children showed an understanding of how to respond safely in the water, demonstrating confidence and appropriate self-rescue techniques. This provides a positive foundation to build upon and further develop water safety awareness across the year group.	This evidence suggests that pupils need further opportunities to practise self-rescue techniques and develop their confidence and understanding of how to respond safely in different water-based scenarios.

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*

Objective: Increasing confidence of staff



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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)	To strengthen staff confidence and consistency in delivering high-quality PE through ongoing professional development, updated resources, and access to specialist training.	Provide bi-annual PE INSET and half-termly updates. Expand team teaching and coaching based on staff needs. Review and update PE equipment regularly. Use teacher feedback to shape future CPD. PE leader to attend Featherstone SSP training and share updates. Encourage staff to access external CPD opportunities.	Staff confidence and lesson quality will show signs of improvement across the school. Team teaching and coaching will strengthen subject knowledge. Updated equipment will help support a broader, more engaging curriculum. CPD sessions will be better tailored to staff needs. Ongoing links with SSP and external training will have broadened staff expertise and enhanced PE provision.	CPD evaluations, lesson observations, coaching records, equipment audits, teacher feedback, SSP training notes, and increased staff participation in external CPD.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence and consistency in delivering PE have improved through ongoing training and access to quality resources. Lessons are now more structured and engaging, with staff better equipped to develop pupils' skills, participation and enjoyment of PE.	Yes. Improvements will be sustained through regular PE INSET, coaching, team teaching and half-termly updates. Staff feedback and monitoring will inform future CPD, while the PE Leader will continue to share learning from Featherstone SSP training. Regular equipment and curriculum reviews will ensure PE provision remains high quality and consistent.	Staff feedback and PE confidence surveys. PE lesson observations and monitoring records. Evidence from team teaching and coaching sessions. PE curriculum plans and updated equipment audits. Staff CPD attendance and evaluations. Featherstone SSP training records and updates shared with staff.	£740

Objective: Raising the profile of PE (ALFIE)



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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)	To empower pupils to take a leading role in promoting health and wellbeing, strengthen links with local clubs, and provide the school community with accessible opportunities to engage in sport and healthy lifestyles.	Expand the Health Ambassador program, giving pupils responsibility for leading health initiatives and events. Track ALFIE participants' progress and share success stories to encourage wider participation. Strengthen partnerships with local sports clubs and create a directory of opportunities for parents. Host an after-school community sports fair showcasing local clubs and activities. Collect pupil and parent feedback to inform future health and wellbeing initiatives. Promote active lifestyle opportunities.	Increased pupil leadership, engagement, and confidence. Wider pupil and family awareness of local health and sports opportunities. Growth in participation in health and wellbeing programs. Positive culture of health promotion within the school community.	Records of Health Ambassador-led events and initiatives. ALFIE participation tracking and success story documentation. Attendance records from community sports fairs. Pupil and parent feedback surveys or questionnaires.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more engaged in promoting health and wellbeing, with increased participation in sport and physical activity. Links with local clubs have strengthened, providing pupils with more opportunities to access sport beyond school.	Yes. The improvements will be sustained by giving pupils ongoing leadership roles, maintaining links with local clubs, and regularly promoting opportunities for physical activity. Pupil and parent feedback will help shape future initiatives and ensure they remain relevant.	Pupil participation records, Health Ambassador activities, ALFIE progress data, pupil and parent feedback, sports club links, community sports fair attendance, and evidence of increased engagement in physical activity.	£500

Objective: Raising the profile of PE (Pupil Voice)



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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)	To provide pupils with platforms to celebrate achievements, develop leadership and communication skills, and inspire others while linking PE success to school values and personal development.	Increase pupil involvement in sports newsletters, assembly presentations, and a pupil-led sports blog or digital newsletter. Track the range of pupils featured to ensure inclusive representation. Schedule visits from athletes or local clubs to maintain motivation. Link celebrations to school values and personal development themes. Host in-school competitions to showcase skills, highlight successes, and encourage pupils to take on leadership roles.	Pupils will develop ownership, leadership, and communication skills. Increased pupil motivation and inspiration from peers and role models. Greater inclusivity and recognition of diverse pupil achievements. PE linked to wider school values and personal growth.	Copies of newsletters, blogs, and assembly presentations. Participation records of featured pupils and event attendees. Logs of athlete/club visits and pupil feedback. Records of competitions hosted, results, and pupil leadership involvement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have become more confident in celebrating their achievements, taking on leadership roles and communicating with others. PE successes are increasingly recognised and linked to school values and personal development.	Yes. The improvements will be sustained through regular pupil-led celebrations, competitions and assemblies. Leadership opportunities will be embedded within the PE programme, with ongoing links to school values, personal development and local sporting partners.	Pupil-led assemblies, newsletters and sports blogs. Records of competitions, achievements and leadership roles . Pupil participation and representation data. Feedback from pupils, staff and visiting athletes/clubs. Evidence linking PE achievements to school values and personal development .	£350

Objective: Raising the profile (Pupil Leadership)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To increase opportunities for pupil leadership, encourage inclusivity, and emphasize personal progress and achievement in PE.	Expand pupil leadership roles, including commentators, event marshals, and organizers. Gather pupil and family feedback to enhance future events. Introduce "personal best" elements to highlight individual improvement. Use Sports Day as a platform to showcase curriculum-linked skills and celebrate achievements. Create displays or newsletter features to share highlights and successes.	Enhanced pupil leadership, confidence, and sense of responsibility. Higher engagement and participation across events. Pupils recognize and celebrate individual progress. School-wide awareness of PE achievements and talent.	Event schedules and leadership role logs. Feedback from pupils and families. Records of personal bests and Sports Day results. Displays, newsletters, or digital features showcasing achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have shown increased confidence and responsibility through leadership opportunities. More pupils are engaging in PE, with greater recognition of individual progress, achievement and inclusion.	Yes. Pupil leadership roles will be embedded into PE events and Sports Day each year. Personal Best activities, pupil feedback and regular celebration of achievements will ensure leadership, inclusion and personal progress remain a consistent part of PE.	Records of pupil leadership roles and responsibilities. Participation and attendance data from PE events and Sports Day. Personal Best records showing individual progress. Pupil, staff and family feedback. Displays, newsletters and photographs celebrating PE achievements.	£250

Objective: Raising the profile (PE Provision & School game alignment)



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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)	To ensure high-quality PE provision, continuous improvement, and wider engagement in line with School Games Mark criteria and national standards.	Regularly review and update PE provision to meet evolving School Games Mark criteria. Increase pupil leadership opportunities to enhance engagement. Strengthen links with local clubs and community sports events. Use the Games Mark framework to identify new development areas and inform strategic planning	Sustained or improved School Games Mark status. Higher pupil participation and leadership in PE and sports. Stronger school-community partnerships and pathways into local sports. Continuous evaluation and improvement of PE provision.	Self-evaluation and development plans aligned with School Games Mark. Logs of leadership roles, pupil participation, and community engagement. Evidence of partnerships with clubs and community events. Action plans showing new development areas and progress.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE provision has become more consistent and inclusive, with increased opportunities for pupils to participate and compete. Staff and pupils have a clearer understanding of School Games values and expectations.	Yes. PE provision will be regularly reviewed against School Games Mark criteria, with pupil leadership, community links and ongoing staff development embedded into the PE programme. This will support continuous improvement and long-term participation.	School Games Mark assessment and review records. Pupil participation and leadership data. Records of competitions and sporting events. Evidence of local club and community partnerships. PE monitoring, evaluations and action plans.	£1000

Objective: Increasing engagement (targeted interventions)



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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)	To identify pupils who need additional support to participate in physical activity and provide tailored opportunities that increase engagement and confidence.	Use survey data to identify pupils requiring extra support or encouragement. Create targeted interventions, such as invite-only clubs or lunch-time activities. Monitor attendance and participation to identify pupils at risk of disengaging.	Increased participation among pupils who previously struggled to engage. Improved confidence, social inclusion, and enjoyment in physical activity. Early identification and support will reduce risk of long-term disengagement.	Survey data highlighting target pupils. Attendance records for targeted clubs and activities. Notes or feedback from staff supporting targeted interventions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted pupils have shown increased confidence, participation and enjoyment in physical activity. Interventions have helped pupils overcome barriers to participation and become more engaged in PE	Yes. Targeted interventions will be built into the PE programme, with regular use of survey data and participation records to identify needs. Progress will be monitored and interventions adapted to ensure pupils remain engaged and supported.	Pupil participation and attendance records. Survey data identifying pupils requiring additional support. Intervention records and progress tracking. Pupil feedback on confidence, inclusion and enjoyment. Evidence of increased engagement in PE and physical activity.	£200

Objective: Increasing engagement (Enhancing pupil voice)



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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)	To ensure that less active pupils have a voice in shaping PE and extracurricular opportunities, leading to a more inclusive and appealing offer.	Develop a pupil sports council/ sports captains with representation from less active pupils. Use pupil voice to plan and promote new activities each term. Gather feedback regularly to shape playground, lunchtime, and extracurricular activities.	Greater inclusivity and ownership of PE and active play. New activities better reflect pupil interests, increasing engagement. Pupils develop leadership and decision-making skills.	Sports council meeting minutes and action plans. Records of pupil-led activity planning and promotion. Feedback forms or surveys showing pupil influence on activity offer.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Less active pupils have become more engaged in PE and extracurricular activities. Pupil feedback has helped shape a more inclusive offer, with increased confidence, participation and enjoyment.	Yes. Pupil voice will be embedded through the Sports Council and regular feedback. Activities will be reviewed and adapted each term to ensure opportunities remain inclusive, relevant and engaging for less active pupils.	Sports Council meeting records and pupil feedback. Participation data from new PE and active play activities. Pupil voice surveys and questionnaires. Records of pupil-led activities and leadership roles. Feedback from pupils and staff on engagement and inclusivity.	£0

Objective: Increasing Engagement (Embedding Monitoring & Recognition)



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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)	To maintain a structured, data-informed approach to engagement and celebrate pupils' commitment to activity.	Continue twice-yearly engagement surveys; explore digital options to streamline tracking and analysis. Monitor attendance at lunch clubs and extracurricular activities. Introduce termly celebrations of club attendance and progress. Track participation in class competitions and Daily Mile events.	Clear understanding of engagement trends and at-risk pupils. Sustained motivation through recognition and reward systems. Increased pupil ownership of their progress and activity involvement.	Survey results and analysis reports. Attendance logs for clubs, competitions, and Daily Mile participation. Records of awards, certificates, or celebrations of pupil involvement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation is monitored more consistently, helping identify pupils who need further support. Regular recognition has increased motivation and encouraged pupils to take greater pride in their participation and progress.	Yes. Engagement will be monitored regularly through surveys and participation data, with termly recognition helping to maintain motivation. Digital tracking will support efficient monitoring, while ongoing competitions, Daily Mile events and extracurricular opportunities will sustain participation.	Twice-yearly engagement survey results. Attendance records for lunchtime clubs and extracurricular activities. Participation records for competitions and Daily Mile events. Termly celebration and recognition records. Pupil feedback and evidence of increased engagement and ownership.	£0

Objective: Increasing engagement (Develop active play & leadership opportunities)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To encourage engagement during unstructured times, develop pupil leadership, and maintain inclusive, varied opportunities for physical activity.	Train SMSAs to lead and support active play confidently. Rotate playground challenge activities to maintain interest. Offer leadership roles, e.g., Sports Captains, Playground leaders to more pupils. Monitor which pupils engage in active play and gather pupil feedback to shape future activities.	Increased engagement in unstructured physical activity. Pupils develop leadership, collaboration, and responsibility. More inclusive participation across year groups. Regularly refreshed activities keep engagement high.	Training logs and observation notes for SMSAs. Records of playground challenges and pupil participation. Lists of pupils in leadership roles and feedback on their experience. Pupil surveys or suggestion logs informing activity improvements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more engaged during unstructured times, with increased participation in active play. Leadership opportunities have improved pupils' confidence, responsibility and ownership, while a wider range of activities has supported greater inclusion.	Yes. Active play will be embedded into daily lunchtime provision, with regular SMSA training and pupil leadership opportunities. Playground activities will be refreshed using participation data and pupil feedback to maintain engagement and inclusion.	SMSA training and development records. Playground and lunchtime activity records. Pupil leadership records, including Sports Captains and Playground Leaders. Participation and engagement monitoring across year groups. Pupil feedback and pupil voice. Photos and records of refreshed playground activities.	£500

Objective: Offer a broader equal experience (Broadening club offer, ensuring equal access)



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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)	To provide all pupils—regardless of gender, background, or previous activity levels—with access to a wider and more engaging range of sports and physical activities. To ensure that club choices reflect pupil interest and promote equality of opportunity.	Collect pupil feedback regularly to guide development of new extracurricular clubs. Pilot new clubs (e.g., martial arts, dance) in response to interest from diverse pupil groups. Monitor attendance to ensure broad, equitable participation across genders, year groups, and activity levels. Actively promote clubs to less active pupils and underrepresented groups. Evaluate new club impact on engagement, enjoyment, and wellbeing each term.	Increased participation from a wider range of pupils, including less active groups. Improved gender balance and inclusivity across the extracurricular offer. Enhanced pupil wellbeing and confidence through exposure to new physical activities. Club provision becomes more representative of pupil interests, increasing engagement.	Pupil feedback forms and consultation records. Attendance registers analysed by gender, year group, and activity levels. Termly evaluation reports on new clubs. Case studies of increased engagement from targeted pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have access to a wider range of clubs, with increased participation across different year groups and groups of pupils.	Yes. The club offer will be reviewed regularly, with pupil feedback and participation data informing future provision. A varied programme and equitable access will remain key priorities.	Club timetables and registers. Participation data by year group and pupil groups. Pupil voice and feedback. Records of new and varied clubs introduced. Evidence of targeted opportunities and inclusive provision.	£750

Objective: Offer a broader equal experience (Strengthening partnerships & exposure to diverse sports)



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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)	To expand access to diverse sports by strengthening community and professional partnerships, ensuring all pupils experience a wide variety of sporting environments and opportunities.	Maintain and expand links with local and professional sports clubs. Identify new events, sports venues, and opportunities to broaden pupils' sporting experiences. Strengthen collaboration with Ealing Hockey Club to provide regular sessions or pathways for talented pupils. Track participation in trips, sessions, and club-linked events to ensure equal access across all pupil groups. Use pupil voice and staff feedback to guide future partnership development.	Increased pupil exposure to high-quality coaching, facilities, and niche sports. Greater equity in participation across genders and year groups. Enhanced pathways for talent development, especially through strengthened hockey links. Raised aspirations and motivation due to involvement with external clubs and role models.	Partnership agreements, club session schedules, and external provider feedback. Participation logs for trips, sessions, and partnership events. Pupil voice surveys informing partnership and trip planning. Records of talent pathways (e.g., hockey participation tracking).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have experienced a wider range of sports and developed greater awareness of opportunities beyond school. Partnerships have increased access to specialist coaching and sporting experiences.	Yes. Partnerships will be maintained and developed through regular communication and annual opportunities for pupils to access diverse sporting experiences. Links will support ongoing participation beyond school.	Partnership and communication records. Taster session and coaching records. Pupil participation and feedback. Records of competitions and sporting experiences. Evidence of pupils accessing local clubs and activities.	£0

Objective: Offer a broader experience (Equipment development to support breadth & equality)



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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)	To ensure all pupils can safely and fully participate in a broad range of sports through high-quality, inclusive, and well-maintained equipment that reflects curriculum and club needs.	Continue routine safety checks and maintenance of all PE equipment. Conduct regular audits to identify gaps related to curriculum delivery, gender inclusivity, or increasing club demand. Invest in larger or specialist equipment to expand opportunities (e.g., new sets for dance, martial arts, or hockey). Gather staff and pupil input to inform purchasing decisions and priorities.	Safe, high-quality equipment enabling full participation across year groups and genders. Increased variety and quality of PE lessons and clubs due to updated resources. Enhanced pupil enjoyment, confidence, and inclusion in new and existing sports. Improved provision meets the needs of a diverse and growing extracurricular offer.	Equipment audit records and maintenance logs. Purchase orders or inventory updates showing new equipment added. Staff and pupil feedback on equipment use and needs. Photos or records showing equipment in use across lessons and clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have greater access to suitable equipment, enabling more varied activities and increased participation across different abilities.	Yes. Equipment will be regularly audited, maintained and replaced as needed, with future purchases informed by curriculum needs, pupil participation and staff feedback.	Equipment audits and inventories. Records of equipment purchased and replaced. Staff and pupil feedback. Curriculum planning showing use of a wider range of equipment. Participation and engagement data.	£0

Objective: Increasing Participation in competitive sport (Intra-school competition for all pupils)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To ensure every pupil has regular, enjoyable opportunities to take part in competitive sport, developing confidence, resilience, teamwork, and a lifelong motivation to stay active.	Continue regular intra-school competitions across all year groups to maximise participation. Track participation data to ensure every child has at least one competitive opportunity each year. Provide pupil leadership roles (e.g., event organisers, scorers, announcers). Celebrate all participation equally—focusing on enjoyment, effort, and improvement. Introduce new formats (e.g., skill festivals, personal best events, mixed-team competitions) to maintain engagement.	High engagement in competitive opportunities across the whole school. Pupils develop teamwork, confidence, leadership, and sporting values. Greater inclusivity in competition due to varied formats that appeal to different strengths. Positive culture where competition is viewed as fun, supportive, and accessible for all.	Participation logs showing whole-school reach. Event schedules and leadership role lists. Photos, certificates, newsletters, assembly celebrations. Pupil and staff feedback on competitions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils have taken part in competitive opportunities, developing confidence, teamwork and resilience while experiencing the values of competition.	Yes. Intra-school competitions will be embedded within the annual PE programme, with participation monitored and activities adapted to ensure all pupils have regular opportunities to compete.	Competition calendars and participation records. Results and team records. Pupil leadership and officiating records. Pupil and staff feedback. Photos and evidence of intra-school events.	£100

Objective: Increasing participation in competitive sport (Inclusive & Hybrid competitions Featherstone SSP & beyond)



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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)	To embed inclusive competition so pupils of all abilities, including ARP pupils, can participate meaningfully and confidently in sport.	Maintain full participation in Featherstone SSP inclusive and hybrid events. Explore additional inclusive competition pathways beyond the partnership. Provide tailored in-school leadership/support roles for ARP pupils during events. Celebrate ARP participation widely through assemblies, newsletters, and displays. Collect feedback from ARP pupils, parents, and staff to refine the inclusive offer.	Increased visibility and inclusion of pupils with SEND/ARP in competitive sport. Improved confidence, communication, and teamwork skills among ARP pupils. More diverse range of inclusive competition opportunities across the year. Stronger culture of equality, respect, and belonging in school sport.	Registers and photos from inclusive/hybrid events. Feedback from ARP pupils and staff. Records of leadership roles and responsibilities given to ARP pupils. Newsletters or displays celebrating inclusive achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils have accessed competitive opportunities, including those who may not typically participate. Pupils have developed confidence, teamwork and enjoyment through a wider range of competitions.	Yes. Inclusive and hybrid competitions will be embedded within the annual PE programme, with partnerships maintained and new opportunities identified to ensure continued participation.	Competition calendars and participation records. Featherstone SSP event records and communications. Pupil/team representation records. Pupil and staff feedback. Photos and evidence of participation.	£3000

Objective: Increasing participation in competitive sport (Equitable access & removing barriers)



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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)	To ensure no pupil is prevented from participating in competitive sport due to financial, logistical, or personal barriers.	Maintain subsidy support for travel, kit, and event entry to ensure equity. Monitor participation data across demographics to check for equitable engagement. Strengthen links with Featherstone SSP to explore new competitive opportunities. Explore shared transport systems to improve sustainability and access.	More pupils, including disadvantaged pupils, access external competitions. Improved equity of participation across gender, SEND, and socioeconomic groups. Increased school presence at a wider range of competitions and festivals. Reduced financial or logistical barriers for families.	Subsidy records and funding allocations. Participation tracking broken down by group (gender/SEND/PP). Transport logs and partnership correspondence. Monitoring reports demonstrating equitable access.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils are accessing competitive opportunities, with targeted support helping to increase participation, confidence and inclusion.	Yes. Barriers will be reviewed regularly using participation data and pupil feedback, with provision adapted to ensure equitable access and continued inclusion.	Participation and competition records. Pupil voice and feedback. Records of adaptations and targeted support. Staff observations and monitoring. Evidence of increased participation among previously underrepresented pupils.	£500

Objective: Increasing participation in competitive sport (Annual Super Cup competition)



association for
PHYSICAL EDUCATION



	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)	To run a high-profile competitive event that promotes pupil engagement, community involvement, and celebration of sport at Selborne.	Continue running the annual Super Cup with strong participation from pupils and families. Explore ways to increase participation (e.g., rotating roles, expanding teams, mini-leagues). Involve pupils in planning, organising, officiating, and presenting at the event. Gather pupil and parent feedback to refine and enhance the competition each year.	Increased whole-school excitement and engagement with competitive sport. Stronger teacher–pupil–family relationships through shared celebration and involvement. Pupils develop leadership, communication, and organisational skills. Enhanced profile of PE and sport across the school community.	Super Cup attendance data and involvement records. Pupil leadership role logs. Parent/pupil feedback surveys. Photographs, programmes, newsletters, and event report
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have increased opportunities to compete and represent their school, developing teamwork, confidence, resilience and enjoyment of competitive sport.	Yes. The Super Cup will become an annual fixture within the PE calendar, with participation and feedback used to review and improve the event each year.	Super Cup participation and team records. Competition results and event schedules. Pupil leadership and officiating records. Pupil and staff feedback. Photos and evidence of the event.	£250

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