

PE and sport premium monitoring and tracking form

2026/ 2027

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 (2025/2026)



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

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

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	A high proportion of Year 6 pupils met the national curriculum expectation for swimming, with 87% of Year 6 pupils able to swim 25 metres . Pupils in Years 4, 5 and 6 all received at least six swimming lessons during the year, which widened access to swimming instruction across Key Stage 2 and supported pupils in building confidence, competence and water safety awareness.	Although outcomes were strong, 13% of Year 6 pupils did not yet meet the 25-metre swimming expectation . This shows that further targeted support is needed for pupils who require additional time, confidence-building or instruction to become fully competent swimmers. The school should continue to monitor swimming outcomes earlier in Key Stage 2 so that pupils who are not on track can receive additional support before the end of Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils in Years 4, 5 and 6 received at least six swimming lessons during the year, giving them regular opportunities to practise and develop a range of swimming strokes. This provision helped pupils build confidence in the water and supported them in developing swimming technique across Key Stage 2. The strong outcome of 87% of Year 6 pupils being able to swim 25 metres suggests that most pupils developed sufficient technique and stamina to swim effectively. All Year 6 pupils also completed water safety training, further strengthening their confidence and competence in the water.	Although pupils in Years 4, 5 and 6 received swimming lessons, the school does not currently have a separate recorded breakdown showing how many pupils can use a range of strokes effectively, such as front crawl, backstroke and breaststroke. The available data confirms that 87% of Year 6 pupils can swim 25 metres, but it does not clearly show pupils' level of confidence or proficiency in individual strokes. This makes it difficult to evaluate stroke development separately from overall swimming distance.
3. Perform safe self-rescue in different water-based situations	All Year 6 pupils completed water safety training, ensuring that pupils had the opportunity to learn about how to keep themselves safe in and around water. This supported pupils' understanding of safe self-rescue and helped them develop confidence in responding to different water-based situations. Swimming provision across Years 4, 5 and 6 also strengthened pupils' overall water confidence, with pupils receiving at least six swimming lessons during the year.	Although all Year 6 pupils completed water safety training, the current evidence does not provide a detailed breakdown of how confidently pupils can perform safe self-rescue in different water-based situations. The school can confirm that water safety training was completed, but it does not yet have more specific assessment information showing how pupils applied these skills practically or independently.

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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	Staff received a wide range of CPD opportunities throughout the year, which helped to increase confidence, knowledge and skills in teaching PE and sporting activities. Staff worked closely with Multi-Flex coaches on Wednesdays, focusing on gymnastics, orienteering and athletics. KS2 staff also worked with Liverpool FC during the summer term to develop confidence in coaching football sessions, and staff also had input from Cheshire Cricket Board. The school also invested in Get Set 4 PE, which supported teachers with lesson planning, progression documents and assessment, helping to improve consistency and confidence in PE delivery. Staff reported feeling more confident and secure in teaching PE as a result of the CPD opportunities provided. £4,218 of the Sports Premium was spent on staff CPD sessions with Multi-Flex coaches, covering gymnastics, orienteering and athletics. KS2 staff worked with Liverpool FC in the summer term to increase confidence in coaching football sessions. Staff also received support from Cheshire Cricket Board. £585 was spent on Get Set 4 PE, providing lesson plans, progression documents and support for assessment. Staff feedback indicated that they felt more confident and secure in teaching PE due to the CPD opportunities provided.	Although staff accessed a range of valuable CPD opportunities, the school does not yet have a fully developed system for measuring the long-term impact of this training on the quality of PE teaching across all classes. Staff confidence has improved, but further monitoring is needed to check that new knowledge and skills are being consistently embedded in PE lessons throughout the school. Some CPD was also linked to specific sports or activities, such as gymnastics, orienteering, athletics, football and cricket, so the school should continue to identify any remaining areas where staff feel less confident. This will help to ensure that future training is targeted to need and supports consistent delivery across the full PE curriculum. The school spent £4,218 on staff CPD with Multi-Flex coaches, focusing on gymnastics, orienteering and athletics. KS2 staff also worked with Liverpool FC to develop football coaching confidence, and staff received input from Cheshire Cricket Board. £585 was spent on Get Set 4 PE to support planning, progression and assessment. Staff feedback shows that staff feel more confident and secure in teaching PE, but the current evidence does not include a detailed monitoring breakdown showing the impact of CPD on teaching quality across every class.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The school increased opportunities for pupils to take part in regular physical activity through a wide range of morning, lunchtime and competitive sporting activities. Morning sports clubs ran on Monday, Tuesday and Wednesday and included KS2 gymnastics, dodgeball, KS2 girls' football and KS1 SEN sensory circuits. Lunchtime sports clubs also ran three times a week on Monday, Wednesday and Thursday, helping to promote more active lunchtimes. The range of activities helped pupils access sports and physical activities beyond normal PE lessons. Targeted provision, such as KS1 SEN sensory circuits, supported pupils who may find whole-class PE more challenging. The school also promoted active travel and wider physical activity through Bike ability, Walk to School Week, the mini-marathon, family running club and brain breaks. Participation increased, with 47% of children representing Pewithall in sporting competitions outside school, an 18% increase from the previous year. 50.3% of children also attended morning or after-school PE clubs during the year. Girls' participation improved, with approximately 30 KS2 girls attending the Wednesday morning girls' football club each week.	Although the school provided a wide range of opportunities for pupils to take part in regular physical activity, participation was not yet universal. 50.3% of children attended morning or after-school PE clubs during the year, meaning that almost half of pupils did not access these additional opportunities. The school should continue to identify pupils who are less active or who do not regularly attend clubs, and target provision to increase their participation. There was strong engagement in competitive sport, with 47% of pupils representing Pewithall outside school, which was an 18% increase from the previous year. However, this also shows that a significant proportion of pupils did not yet represent the school externally. Further work is needed to broaden access to competition, including more inclusive, low-pressure and intra-school opportunities for pupils who may lack confidence or experience. The school has introduced targeted opportunities such as KS1 SEN sensory circuits, brain breaks and girls' football, but next year it would be useful to track participation more closely by group, including SEND, disadvantaged pupils, girls, boys and less active pupils, so that impact can be measured more precisely.

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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 profile of PE and sport was raised across the school through a wide range of clubs, competitions, assemblies, newsletters and whole-school physical activity events. Pupils had opportunities to take part in morning clubs, lunchtime sports clubs, intra-school competitions and external sporting events, which helped make PE and sport more visible and valued across school. Sporting successes were celebrated in school assemblies and shared through the school newsletter, helping pupils feel proud of their achievements and encouraging wider participation. The school also used PE and sport to support wider school priorities such as wellbeing, resilience, teamwork, aspiration and active lifestyles. Whole-school events such as the mini-marathon, Walk to School Week, Bikeability and the family running club helped promote physical activity beyond PE lessons. Girls' football, SEN sensory circuits and wheelchair sport also helped to show that PE and sport are for all pupils, supporting inclusion and equal access.	Although PE and sport were promoted well through assemblies, newsletters, clubs, competitions and whole-school events, the school could strengthen how it measures the impact of this work on whole-school improvement. Sporting successes were celebrated, and events such as the mini-marathon, Bikeability, Walk to School Week and family running club helped raise the profile of physical activity, but the evidence does not yet clearly show how these activities improved wider outcomes such as attendance, behaviour, confidence, wellbeing or engagement in learning. The school should also continue to ensure that the profile of PE and sport reaches all pupils, not only those who already enjoy sport or attend clubs. While participation increased, with 50.3% of children attending morning or after-school PE clubs and 47% representing Pewithall in competitions outside school, this means a significant number of pupils did not access these wider opportunities. Next year, the school should track participation more closely by group, including SEND, disadvantaged pupils, girls, boys and less active pupils, to ensure PE and sport are visible, inclusive and valued by all.
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	Pupils were offered a broad range of sports and physical activities beyond the normal PE curriculum. This included gymnastics, dodgeball, girls' football, SEN sensory circuits, kurling, bench-ball, football, orienteering, cricket, skipping, Bikeability, wheelchair sport and lunchtime sports activities. This helped pupils access different types of physical activity and gave them opportunities to develop confidence, teamwork, resilience and enjoyment in sport. The school also took positive steps to improve equal access for boys and girls. Girls' participation increased, with around 30 KS2 girls attending the Wednesday morning girls' football club each week. Girls from Years 3 and 4 also accessed coaching from Liverpool FC after school, and Runcorn Saxons provided a KS1 football session with a focus on encouraging girls into football. Targeted provision also supported inclusion. KS1 SEN sensory circuits helped pupils who may find whole-class PE challenging, while Year 3 pupils took part in wheelchair sport during the summer term. This helped broaden pupils' experiences and promoted the message that sport and physical activity are for everyone.	Although the school offered a broad range of sports and physical activities, participation was not yet fully equal or universal across all pupil groups. The school has seen strong progress, particularly with girls' football and targeted provision such as KS1 SEN sensory circuits, but the current evidence does not show a detailed breakdown of participation by boys, girls, SEND pupils, disadvantaged pupils or less active pupils. This makes it harder to evaluate whether all groups accessed the full range of opportunities equally. While approximately 30 KS2 girls attended the Wednesday morning girls' football club each week and girls also accessed additional football coaching from Liverpool FC and Runcorn Saxons, further work is needed to ensure this level of participation is sustained and broadened across other sports, not just football. The school also offered activities such as wheelchair sport, sensory circuits, kurling, bench-ball, orienteering and Bikeability, but next year the school should track which pupils are accessing these opportunities so that any gaps in participation can be identified and addressed. This will help ensure that the wider sporting offer reaches pupils who may not usually choose to take part in sport or physical activity.
5. Increasing participation in competitive sport	Participation in competitive sport increased this year. 47% of children represented Pewithall in sporting competitions outside school, which was an 18% increase from the previous year. This shows that more pupils had the opportunity to experience competitive sport beyond normal PE lessons. The school also provided a wider range of intra-school competitions, including dodgeball, kurling, football and bench-ball. These opportunities allowed pupils to participate competitively within school in sports they may not usually experience. This helped pupils develop teamwork, respect, resilience and the ability to manage winning and losing appropriately. Funding was also used to support pupils attending external competitions, including transport and staff cover, which helped reduce barriers to participation and enabled more pupils to represent the school.	Although participation in competitive sport increased this year, not all pupils had the opportunity to represent the school in external competitions. 47% of children represented Pewithall in sporting competitions outside school, which was a strong improvement, but this also means that over half of pupils did not access external competitive opportunities. The school provided a range of intra-school competitions, including dodgeball, kurling, football and bench-ball, but next year participation should be tracked more closely to ensure that opportunities are reaching a wider range of pupils, including SEND pupils, disadvantaged pupils, girls, boys and pupils who are less confident in sport. Further work is needed to provide more inclusive and low-pressure competitive opportunities so that pupils who may not usually choose to take part in sport can experience competition, teamwork and representing their school or house/team.

Aims for the next academic year (2026/2027)



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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Review of the last academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
To improve the tracking of pupil participation in PE, physical activity, clubs and competitive sport, with a particular focus on SEND pupils, disadvantaged pupils, girls, boys and pupils who are less active.	Although participation has increased, the school does not yet have a detailed breakdown showing which groups of pupils are accessing the full range of opportunities. Stronger tracking will help ensure that PE and sport provision is inclusive, targeted and reaching pupils who may not naturally choose to take part.	Increasing engagement of all pupils in regular physical activity and sport. Offering a broader and more equal experience of a range of sports and physical activities to all pupils. Ensuring equal access for boys and girls.	The school has provided a wide range of opportunities, including morning sports clubs, lunchtime clubs, KS2 girls' football, SEN sensory circuits, intra-school competitions, Bikeability, wheelchair sport and active travel activities. However, participation was not universal, with 50.3% of children attending morning or after-school PE clubs, meaning almost half did not access these additional opportunities. Competitive sport participation increased, with 47% of pupils representing Pewithall outside school, an 18% increase from the previous year, but this also shows that a significant proportion of pupils did not yet represent the school externally
To ensure that staff CPD leads to sustained improvements in the quality and consistency of PE teaching across all classes.	Staff have accessed valuable CPD and report increased confidence, but the next step is to monitor how effectively this training is being embedded in day-to-day PE lessons. This will help ensure that improvements are sustainable and that pupils benefit from consistently strong PE teaching across the school.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities. Prioritising CPD and training where needed. Raising the quality of PE, sport and physical activity provision.	The school spent £4,218 on staff CPD with Multi-Flex coaches, with staff developing skills in gymnastics, orienteering and athletics. KS2 staff also worked with Liverpool FC to improve confidence in coaching football, staff had input from Cheshire Cricket Board, and £585 was spent on Get Set 4 PE to support planning, progression and assessment. Staff reported feeling more confident and secure in teaching PE, but the current evidence does not yet include a detailed monitoring breakdown showing the impact of CPD on PE teaching quality across all classes.
To further develop structured and inclusive lunchtime play provision so that more pupils, particularly the least active pupils, SEND pupils and pupils who may not usually choose to take part in sport, are physically active during lunchtime.	Lunchtime provides a regular opportunity to increase daily physical activity for pupils who may not attend morning or after-school clubs. Although lunchtime sports clubs have already been introduced three times per week, further development is needed to ensure provision is targeted, inclusive and actively engages pupils who are currently less active. Strengthening lunchtime play will help improve physical activity levels, social interaction, teamwork, wellbeing and positive behaviour during unstructured times.	Increasing engagement of all pupils in regular physical activity and sport. Raising the profile of PE and sport across the school. Offering a broader and more equal experience of physical activity for all pupils. Supporting whole-school improvement through wellbeing, behaviour and positive play.	The school has already invested £4,500 in lunchtime sports clubs to promote active lunchtimes on Monday, Wednesday and Thursday. Additional playground equipment, including skipping ropes, hula hoops, basketballs and storage, has also been purchased to support active play. However, participation data shows that 50.3% of children attended morning or after-school PE clubs, meaning a significant proportion of pupils did not access wider physical activity opportunities outside lesson time. Developing lunchtime provision provides an opportunity to reach more pupils during the school day, especially those who are less likely to attend optional clubs before or after school

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 (2026/2027)



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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	To develop a more active, inclusive and purposeful lunchtime play offer at Pewithall, with a particular focus on increasing participation for the least active pupils, SEND pupils and girls. The aim is to ensure that lunchtime provides regular opportunities for movement, teamwork, positive play and social interaction for all pupils, including those who may not usually choose to take part in sports clubs or competitive activities.	Pewithall will develop lunchtime play provision through a combination of pupil leadership, staff training, improved resources and pupil voice. A group of pupil activity leaders will be trained to support and lead inclusive playground games and activities. Midday supervisors will receive training to help them organise, encourage and model active play during lunchtime. Staff CPD will also support adults in understanding how games, movement and structured play can improve pupil engagement, wellbeing and behaviour. The school will provide a wider range of playground equipment and activities so that pupils have more choice at lunchtime. Pupil voice activities, including surveys, interviews and group discussions, will be used to understand what pupils enjoy, what prevents some pupils from joining in, and what would encourage less active pupils to take part. Pewithall will also explore outdoor play approaches, such as OPAL-style provision, to support a more creative, active and inclusive playground culture.	Pewithall aims to develop a confident and competent group of pupil activity leaders who take initiative and help create a more active, inclusive playground. Midday supervisors and staff will be more confident in leading and supporting a range of physical activities, joining in with movement and modelling positive active play. The intended impact is a happier, more active playground where more pupils are engaged in purposeful physical activity during lunchtime. The school expects to see increased participation from the least active pupils, SEND pupils and girls, alongside improved teamwork, social interaction, confidence and positive behaviour during unstructured times.	Pewithall has already invested £4,500 in lunchtime sports clubs to promote active lunchtimes three times per week, on Monday, Wednesday and Thursday. The school has also purchased playground equipment, including skipping ropes, hula hoops, basketballs and storage, to support active play. However, participation data shows that 50.3% of children attended morning or after-school PE clubs, meaning a significant proportion of pupils did not access these additional physical activity opportunities. Developing lunchtime provision will allow the school to reach more pupils during the school day, particularly those who are less likely to attend optional clubs before or after school. SPEP PDF Pewithall has also seen positive impact from targeted provision, such as KS1 SEN sensory circuits, girls' football and active lunchtime activities. This shows that structured and targeted opportunities can help pupils engage in physical activity, but further development is needed to ensure lunchtime play is consistently active, inclusive and responsive to pupils' needs
Evaluate				

Your objective: To improve the tracking of pupil participation in PE



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To improve the tracking of pupil participation in PE, physical activity, clubs and competitive sport across Pewithall, with a particular focus on SEND pupils, disadvantaged pupils, girls, boys and pupils who are less active. The objective is to ensure that the school has a clearer understanding of which pupils are accessing the full PE and sport offer, and which pupils may need additional encouragement, targeted support or adapted opportunities.	Pewithall will develop a more systematic approach to recording participation in all additional PE, sport and physical activity opportunities. This will include tracking attendance at morning clubs, lunchtime clubs, after-school clubs, intra-school competitions, external competitions, Bikeability, active travel activities and targeted provision such as sensory circuits Participation data will be reviewed by group, including SEND, disadvantaged pupils, girls, boys and pupils identified as less active. Staff will use this information to identify gaps in participation and plan more inclusive opportunities. Pupil voice will also be used to understand why some pupils do not currently take part and what activities would encourage them to become more physically active. The PE lead and senior leaders will review the participation information regularly so that provision can be adapted during the year rather than waiting until the end of the academic year.	Pewithall aims to have a clearer and more accurate picture of pupil engagement in PE, sport and physical activity. This will allow the school to target provision more effectively and ensure that opportunities are reaching pupils who may not naturally choose to take part. The intended impact is increased participation from less active pupils, SEND pupils, disadvantaged pupils and pupils who are currently under-represented in clubs or competitions. The school also hopes to see a broader and more equal experience of sport and physical activity for all pupils, with improved access for both boys and girls. Over time, stronger tracking should support more inclusive planning, better use of Sports Premium funding and a greater number of pupils regularly engaging in physical activity.	Pewithall has already provided a wide range of PE, sport and physical activity opportunities, including morning sports clubs, lunchtime clubs, KS2 girls' football, SEN sensory circuits, intra-school competitions, Bikeability, wheelchair sport and active travel activities. The school's Sports Premium information shows that 50.3% of children attended morning or after-school PE clubs, meaning that almost half of pupils did not access these additional opportunities. Competitive sport participation has improved, with 47% of pupils representing Pewithall in sporting competitions outside school, an 18% increase from the previous year. However, this also shows that a significant proportion of pupils did not yet represent the school externally. Stronger tracking will help identify which pupils are taking part, which pupils are missing out, and how future provision can be targeted more effectively.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	To further develop structured, inclusive and engaging lunchtime play provision at Pewithall so that more pupils are physically active during the school day. This will particularly focus on the least active pupils, SEND pupils, girls and pupils who may not usually choose to take part in sport or organised physical activities. The aim is to make lunchtime a more active, positive and inclusive part of the school day, supporting pupils' physical health, wellbeing, confidence, teamwork and social interaction.	Pewithall will build on existing lunchtime sports provision by developing a more structured and inclusive playground offer. This will include training pupil activity leaders to organise and lead simple playground games and physical activities that encourage wider participation. Midday supervisors will receive training to support active play, encourage pupils to join in and help create a more positive playground culture. Staff CPD will also develop adults' understanding of games, movement and inclusive play, so that adults can confidently model and support active participation. The school will continue to invest in a wider range of playground equipment, including resources that appeal to different interests and abilities. Pupil voice activities, such as surveys, interviews and group discussions, will be used to understand what pupils enjoy, what barriers prevent some pupils from joining in, and what would encourage less active pupils to become more involved. Pewithall will also explore outdoor play approaches, such as OPAL-style provision, to strengthen creative, inclusive and active play across the school.	Pewithall aims to create a happier, more active and more inclusive playground where pupils are more regularly engaged in purposeful physical activity during lunchtime. The school hopes to develop a confident and competent group of pupil activity leaders who take initiative and help other pupils to join in with games and activities. Midday supervisors and staff will become more confident in leading, encouraging and modelling active play. The intended impact is that more pupils, especially the least active pupils, SEND pupils and girls, will take part in regular physical activity during lunchtime. The school also expects to see improved teamwork, social interaction, confidence, wellbeing and positive behaviour during unstructured times.	Pewithall has already invested £4,500 in lunchtime sports clubs to promote active lunchtimes on Monday, Wednesday and Thursday. Additional playground equipment, including skipping ropes, hula hoops, basketballs and storage, has also been purchased to support active play. [Sp P PDF] Participation data shows that 50.3% of children attended morning or after-school PE clubs, meaning a significant proportion of pupils did not access wider physical activity opportunities outside lesson time. Developing lunchtime provision gives Pewithall an opportunity to reach more pupils during the school day, particularly those who are less likely to attend optional clubs before or after school. [Sp P PDF] The school has also seen positive impact from targeted provision such as KS1 SEN sensory circuits, girls' football, active lunchtime activities and wider physical activity opportunities. This shows that structured and targeted provision can support pupils who may need additional encouragement to become more physically active.
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here