

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

Commissioned by



Department
for Education

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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	Swimming data shows that 70% of our pupils can swim 25m competently.	30% of pupils left primary school without reaching 25m
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% can perform a range of strokes effectively	30% of pupils left primary school without performing a range of strokes effectively
3. Perform safe self-rescue in different water-based situations	79% can perform safe self-rescue.	21% of pupils left primary school without being able to perform safe self-rescue

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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	-Improved confidence and capability of staff in delivering high-quality physical activity and PE sessions. An increased engagement in physical education lessons. -Evidence of staff improvement through observation and pupil feedback on the quality of sessions. Improved lesson consistency and pupil skill progression in each sport. Monitoring shows increased staff confidence and curriculum coverage.	-Staff confidence improved at different rates, with some colleagues requiring additional coaching and opportunities to embed new teaching strategies before feeling fully confident. -Some less familiar units (e.g. gymnastics, dance or outdoor adventurous activities) continued to be identified by staff as areas where further professional development would be beneficial. -While pupil engagement remained positive, consistency in lesson quality and supporting and challenging all pupils remains an area for further development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	-Increased physical activity levels during lunchtime, with higher student participation. Less behavioural incidents at lunch times as more children are active and an improvement in pupil's wellbeing. -Increased physical activity levels during breakfast club at the beginning of the day, with higher student participation. Less behavioural incidents at breakfast club as more children are active and an improvement in pupil's wellbeing.	-Poor weather during parts of the year reduced opportunities for outdoor physical activity, limiting participation at lunchtimes. -Some playground equipment required maintenance or replacement, resulting in reduced availability of activities at certain times. -Participation varied between year groups and between genders with older girls sometimes requiring additional motivation and a wider range of activities to maintain engagement.

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	-Increased pupil enthusiasm and engagement in PE. Teachers report higher motivation and participation in lessons. Pupil voice indicates that awards contribute positively to confidence and enjoyment in sport -School on track to achieve or maintain Healthy Schools status.	-While the profile of PE has increased across the school, engagement from some pupils remained inconsistent and further work is needed to inspire those who are less confident or less interested in sport. -Monitoring showed that the profile of PE was stronger at key points in the year (e.g. Sports Day and competitions) than it was consistently throughout the academic year.
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	-Broadened participation beyond traditional sport. -Pupil feedback shows increased enjoyment and sense of achievement, especially among pupils with lower confidence in sport.	-Some pupils were unable to attend extracurricular clubs due to transport, family commitments or other barriers, reducing equal access outside the school day. -While a broader range of activities was offered, there is still scope to introduce additional non-traditional sports to further engage pupils with different interests. -Participation from girls increased overall; however, some sports continued to attract significantly more boys than girls, highlighting the need for further targeted promotion.
5. Increasing participation in competitive sport	-Noticeable increase in the number of pupils playing regular football. Development of football specific skills, teamwork, and sportsmanship. -Increased representation of girls in football teams. -Pupils demonstrate better understanding of healthy lifestyles.	-While girls' participation in football increased, further work is needed to encourage participation across a wider range of competitive sports and year groups. -Due to weather conditions and fixture cancellations, some planned competitions could not take place and were unable to be rearranged. -Limited places at inter-school events meant that not all pupils who wished to compete were able to represent the school. -Greater opportunities are needed to develop intra-school competitions to ensure a larger proportion of pupils experience competitive sport throughout the year.

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	All pupils in Year 3-6 have had the opportunity to attend 8 swimming sessions this year. Year 6 pupils have had additional top up sessions in the Summer term. 52% of pupils can swim of at least 25m.	48% have not been able to reach 25m. This is a decrease from last year.	Amount spent: £3,086
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	52% of pupils can perform a range of strokes effectively	48% have not been able to perform a range of strokes effectively. This is a decrease from last year.	
3. Perform safe self-rescue in different water-based situations	76% of pupils can perform safe self-rescue	24% of pupils can not safe self-rescue. This is a decrease from last year.	

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



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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)	Ensure teaching and learning develops pupils' skills and knowledge and provides a high level of support and challenge for all learners	-Organise lunch time CPL for new staff for support and challenge for all pupils and pupil engagement - Observe PE lessons and teachers show knowledge of small steps, active engagement and challenge and support for all pupils in lessons. - PE Leader to observe Sports Coach to ensure good practice and pass on information during lunchtime CPLs -Introduce STEP Principle as part of lunchtime CPL. -Sports Coach to coach all teachers on Monday afternoons to model high quality teaching, particularly focusing on support and challenge for all pupils. -PE Leaders to attend Gymnastics CPD and disseminate information to staff	-Teachers are more confident when teaching and provide a high level of challenge for all learners. Lessons are differentiated to challenge and support all pupils. - Pupils are more active in PE lessons. -Evidence of teachers teaching PE in small steps and all pupils being challenged or supported in lessons. -Teacher ensures pupils are active. -Leader to develop knowledge of skills and teaching of PE and disseminate this information -Lessons are differentiated using the STEP principle. -Teachers are more confident in teaching Gymnastics.	-Observations of PE sessions -Staff questionnaire or feedback -Register of CPL opportunities attended
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Lessons are more likely to be differentiated with monitoring showing an increase of pupils being supported and challenged. -Monitoring shows that all teachers are actively trying to support and challenge pupils using the STEP principle -Pupils are more active during lessons and have more opportunities. -PE Leaders demonstrate they are more confident in challenging higher ability pupils in gymnastics and are using equipment safely.	-PE Leaders will continue monitoring teachers and PE lessons, with a focus on new staff and ECTs who may need the required CPDs again. -Sports Coach to continue providing CPD to staff through coaching and staff to provide feedback on effectiveness. -PE Leaders to continue delivering CPD to staff based on the needs of the pupils e.g. support and challenge. -PE Leaders to deliver Gymnastics CPD to staff.	-100% of teachers have said they are more confident in delivering PE lessons. -100% of teachers observed are demonstrating sufficient time is provided for pupils to learn and apply skill. -100% of teachers observed demonstrate that pupils are actively learning in PE lessons. -75% of teachers observed have been observed adapting activities to suit a pupil's ability. -100% of teachers are incorporating the STEP principle into lessons.	Staff CPD - Coaching with Sports Coach £1,154.32 Gymnastics CPD for PE Leaders £25 Total: £1,179

Your objective: *Increasing engagement of all pupils in regular physical activity and sporting activities*



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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 the achievement of all pupils in physical activity and sporting activities.	-Provide lunchtime activities for all pupils to take part in. -Monitor the amount of pupils who take part each day. -Provide and deliver activities during breakfast club in order to increase the amount of pupils taking part in activity during the school day. -Audit equipment at the beginning of each term and purchase resources for lunch time, breakfast club and PE lessons. -Collate questionnaire of pupils -Train playground buddies to support KS1 pupils to lead games.	-Increase in the amount of pupils taking part in lunchtime activities. -Pupils are active at lunchtime and breakfast club -Pupil voice demonstrates they enjoy the activities on offer and are more motivated to take part. -Monitoring shows that playground buddies are helping to increase the activity levels of the least active.	-Pupil interviews with a variety of pupils show they are enjoying lunch time -Youth voice data through group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). -Conduct regular observations of the playground to gauge activity levels of the least active children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. -Lunch times are more active with children having fun. -An increase in children taking part in targeted lunchtime activities.	-Midday supervisors will be trained to lead targeted activities with pupils to maintain the numbers of pupils taking part. -Playground Leaders from KS2 will be trained to deliver and lead activities and they will encourage the least active children. -Sports Coach to continue delivering activities at breakfast club.	-Tally charts conducted show that there are around ¼ of pupils in each year group regular take part in targeted activities at lunch time. -Pupil interviews conducted demonstrated that pupils enjoy the range of activities we have on offer and many of them take part: Do I enjoy lunchtime activities: 100% said yes Do I take part in lunchtime activities every day: 25% said yes Do I take part in lunchtime activities once or twice a week: 48% said yes.	Lunch time sports activity clubs - £9,540 Lunchtime Specialist Sports Coach (Henry Williams)- £765 PE Equipment - £522

Your objective: *Raising the profile of PE and sport across the school, to support whole school improvement*



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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)	Ensure all pupils receive high-quality PE lessons that are progressive, inclusive, and engaging	-Purchase and implement a high-quality PE scheme of work. -Plan and deliver PE lessons in line with the scheme across all year groups. -Provide teachers with planning, lesson resources, and assessment materials. -Monitor curriculum coverage to ensure progression of skills and knowledge. -Deliver staff training and/or coaching where appropriate. -Ensure equipment and resources are available to support lesson delivery.	-All pupils receive consistently high-quality PE lessons which are active and supportive and challenging. -Pupils make clear progress in their physical skills and knowledge, leading to increased participation. -Staff deliver the PE curriculum with confidence and consistency, ensuring all pupils, including those with SEND and disadvantaged pupils, can access and succeed in PE.	-Lesson observations and learning walks. -Teacher planning linked to the scheme of work. -Staff training records and attendance of CPD -Pupil voice questionnaires. -Photographs of lessons and activities. -Updated curriculum maps and progression documents. -Newsletter snippets
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-PE lessons were delivered consistently and regularly across all year groups. -Teachers reported increased confidence in delivering PE. -High levels of pupil engagement and enjoyment were observed during lessons. -The curriculum provided clear progression from one year group to the next and the curriculum map was updated to reflect the scheme of work. -Monitoring showed improved quality and consistency of teaching.	-Yes - Teachers have increased their confidence and subject knowledge through regular use of the scheme and professional development, reducing reliance on external support. -Planning, assessment resources, and lesson materials are available for all staff, ensuring consistency despite staffing changes. -Skills progression is embedded across the school, enabling pupils to build on prior learning each year. -The PE Lead will continue to monitor curriculum delivery through lesson observations and liaise with pupils to develop pupil voice to maintain high standards. - Resources and equipment purchased through the Sports Premium will continue to support the effective delivery of the curriculum.	-100% of lessons delivered using the agreed scheme. -Teacher confidence survey results show that the scheme is helpful and has many resources such as videos and printable materials that are useful in lessons. "The PE Hub is simple to use and is clearly signposted to find the lessons and resources needed." "The curriculum map reflects the scheme of work and it is useful to see the start and end points of each PE unit, especially seeing what the pupils can build upon from previous years." -All chn have had 2 sessions of PE a week which follow the scheme of work and curriculum map. See newspaper snippets on last page for more supporting evidence.	The PE Hub Scheme - £250 Sports Day medals and stickers £26

Your objective: *Offer a broader and more equal experience of a range of sports and physical activities to 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 increase the amount of pupils who are SEND who take part in after school clubs.	-Monitor number of pupils with SEND who were taking part in after school clubs -Identify pupils with SEND who are not accessing extracurricular provision and work with families to encourage participation. -Adapt activities and provided appropriate support to ensure clubs were inclusive and accessible. -Liaise with external sports company and discuss appropriate clubs to offer.	-Participation of pupils with SEND in after-school clubs increased, with more pupils regularly attending extracurricular activities. -Pupils demonstrate greater confidence, developed social skills through interaction with peers, and engage more positively in physical activity. -Staff report improved self-esteem, teamwork and resilience among participating pupils.	-After-school club registers showing increased participation by pupils with SEND. -Attendance data comparing previous and current academic years. -SENDCo and PE subject leader monitoring records. -Pupil and parent voice highlighting positive experiences.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils with SEND have been funded to attend after school clubs from the Sport Premium. Increase of 9% of SEND pupils have attended after school club following letter sent to parents which encourage pupils with SEND to take part in clubs.	Yes - Inclusive practices have become embedded within the school's extracurricular provision -Trackers will continue to be updated to target children with SEND and encourage them to take part -Systems for identifying and encouraging pupils with SEND are now established, and strong communication with families will continue to support participation in future years.	59/88 (67%) PP juniors have attended a club in the last 3 years 39/88 (44%) PP have attended this academic year. 35/62 (56%) SEND pupils have attended a club in the last 3 years. 24/62 (39%) SEND pupils have attended a club this academic year.	£600- amount that covered the cost of SEND pupils participating

Your objective: *Increasing participation in competitive sport*



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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 the amount of pupils who are SEND who take part in competitions.	-Monitor number of pupils with SEND who were taking part in festivals and competitions. -Identify pupils with SEND who are not accessing extracurricular provision and work with families to encourage participation.	-Participation of pupils with SEND in competitions increased -Pupils demonstrate greater confidence, developed social skills through interaction with peers, and engage more positively in physical activity. -Staff report improved self-esteem, teamwork and resilience among participating pupils.	-Competition registers showing increased participation by pupils with SEND. -Attendance data comparing previous and current academic years. -SENDCo and PE subject leader monitoring records. -Pupil and parent voice highlighting positive experiences.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children who are SEND are participating in competitions and festivals. Children enjoy going on them.	Yes - Inclusive practices have become embedded within the school's extracurricular provision -Systems for identifying and encouraging pupils who are PP are now established, and strong communication with families will continue to support participation in future years.	Pupil voice: "We all had fun when we were racing. It helped to build my confidence in taking part in sports and it made me feel like everyone was encouraging me." "I enjoyed taking part in the relay race because there were four different options and we came 2nd overall." 21% of pupils with SEND have taken part in a competition this year.	Inspire Together Membership - £3,000 Affiliation to football league - £450 Travel costs £265

Your objective: *Increasing participation in competitive sport*



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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 the amount of pupils who are PP (disadvantaged) who take part in competitions.	-Monitor number of pupils with PP who were taking part in festivals and competitions. -Identify pupils with PP who are not accessing extracurricular provision and work with families to encourage participation.	-Participation of pupils with SEND in competitions increased -Pupils demonstrate greater confidence, developed social skills through interaction with peers, and engage more positively in physical activity. -Staff report improved self-esteem, teamwork and resilience among participating pupils.	-Competition registers showing increased participation by pupils who are PP. -Attendance data comparing previous and current academic years. -PE subject leader monitoring records. -Pupil and parent voice highlighting positive experiences.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children who are disadvantaged are participating in competitions and festivals. Children enjoy going on them.	Yes - Inclusive practices have become embedded within the school's extracurricular provision -Systems for identifying and encouraging pupils with PP are now established, and strong communication with families will continue to support participation in future years.	26% of pupils who are disadvantaged (PP) have taken part in a competition.	Inspire Together Membership - £3,000 Affiliation to football league - £450 Travel costs £265

Your objective: *Increasing participation in competitive sport*



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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)	Develop girls' participation in sports and competitions	-Provide opportunities for girls to participate in a wider range of sports through lunchtime and after-school clubs -increase participation of pupils in targeted invitations for less active pupils -Girls enter local competitions with Inspire Together -Attend girls' only football fixtures	-Increased participation rates among girls increased across both extracurricular clubs and competitive events. -More girls represented the school in inter-school competitions, with greater confidence and enthusiasm towards physical activity. -Feedback from pupils indicated improved enjoyment of PE and increased willingness to try new sports.	-Competition data -Registers of completed after school clubs -Questionnaires from pupils demonstrate increased confidence and skill -School newsletters focusing on girls football achievements
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-An increase in the amount of girls taking part in after school clubs. - Questionnaires demonstrate that girls who were part of the girls football team are more confident. -Increased confidence has translated into higher levels of engagement during PE lessons when monitored.	-Yes - staff have established links with local School Games organisers and Inspire Together sports provider enabling continued access to competitions. C -Clubs are now embedded within the school's annual provision, and staff have developed the confidence to continue delivering inclusive sporting opportunities. -Increased pupil interest is expected to maintain participation levels, with younger pupils now aspiring to take part in future competitions	See last page	Affiliation to football league - £450 Travel costs £265

Your objective: *Increasing participation in competitive sport*



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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)	Develop gifted and talented participation in sports and competitions	-Identify pupils who are gifted and talented and keep register -Provide opportunities for gifted and talented pupils to participate in a wider range of festivals and competitions -Ensure pupils are targeted to attend competitions based on their strengths	-Increased participation rates among all pupils in competitive events. -More pupils represented the school in inter-school competitions, with greater confidence and enthusiasm towards physical activity. -Feedback from pupils indicated improved enjoyment of PE and increased willingness to try new sports.	-Competition data -Registers of completed competitions -Questionnaires from pupils demonstrate increased confidence and skill -School newsletters focusing on achievements
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-An increase in the amount of pupils taking part in competitions. - Questionnaires demonstrate that pupils who were part of competitions are more confident. -Increased confidence has translated into higher levels of engagement during PE lessons when monitored.	-Yes - staff have established links with local School Games organisers and Inspire Together sports provider enabling continued access to competitions. -Attending competitions is a key part in our sports provisions and Sports Coach will continue to attend these with pupils. - - Increased participation levels, with pupils now aspiring to take part in future competitions.	See last page	Inspire Together Membership - £3,000 Affiliation to football league - £450 Travel costs £265

Supporting Evidence -

Objective: Develop girls' participation in sports and competitions

Questionnaire sent to the girls in the girls football club to assess confidence since joining the club. Data shows an **increased confidence in the girls in all areas**. See below:

69% of girls felt more confident playing football after joining the girls football team

77% of girls demonstrated increased confidence in their football knowledge since joining the girls football team

100% of girls demonstrated increased confidence in their football skills since joining the girls football team

55% of girls showed increased confidence when playing in matches after joining the girls football team

46% of girls are more likely to join another sports club since joining the girls football team

-Monitored after school clubs from each term to see how many girls are taking part.

Afterschool clubs Juniors:

Autumn:

Cheerleading = 20

Striking and fielding - 0

Football club $\frac{3}{4}$ - 0

Girls only sports = 20 girls

Football club $\frac{3}{4}$ - 0

Spring:

Football $\frac{3}{4}$ = 0

Girls football $\frac{3}{4}$ = 11

Dodgeball = 5

Sticks, bats and rackets = 5

Summer:

Nerf games = 6

Football $\frac{3}{4}$ = 2

Girls football = 14

Football $\frac{3}{4}$ = 2



Supporting Evidence -

Objective: Develop girls' participation in sports and competitions

External coaches provide girls only lunchtime activities such as: dodgeball, football, kwik cricket.

A tally conducted by Playground leaders showed that the following girls regularly take part in girls only lunchtime activities:

Year 3: 22

Year 4: 18

Year 5: 17

Year 6: 15

-PE Leader facilitated an after school club for the girls football team and took them to fixtures.

12 girls from Year 5 and 6 regularly attended.

Girls football team played 5 games in the Autumn and won all 5 games. As a result of their performance, they were **promoted** from Division 2 to Division 1. Girls team made it to the semi-finals in the Summer term.



Supporting Evidence -

Objective: Develop gifted and talented participation in sports and competitions

Results from Saffron Lane Athletics show:

Year 5 Girls :

- 1st 50m sprint
- 3rd 50m sprint
- 3rd Long jump
- 2nd Relay

Year 5 Boys : 2nd Relay

Year 4 Boys :

- 2nd 50m sprint
- 3rd Long jump

Year 6 Girls :

- 3rd 75m sprint

Year 6 Boys :

- 1st 50m sprint
- 3rd 50m sprint
- 2nd Relay
- 2nd 50m sprint



Supporting Evidence -

Objective: Develop gifted and talented participation in sports and competitions and Raising the profile of PE and sport across the school, to support whole school improvement

Autumn Newsletter snippets:

Boccia

Huge congratulations to our Boccia team, **who won the East Leicester competition** at Sir Jonathan North College! They played brilliantly and will now go on to **represent East Leicester at the County Finals** — we're so proud of you all!

Cross Country

During the Autumn term, children from Humberstone Junior Academy took part in two Cross Country events at Victoria Park. They showed incredible resilience and determination, and we couldn't be prouder of their efforts and their many strong finishes!

Welcome Festivals

Selected children in Year 3 and Year 5 had an amazing time attending the Welcome Back festivals at Moat Community College! They threw themselves into a range of exciting, action-packed activities — including archery — and had lots of fun getting active and trying something new.

Year 5 and 6 Festival

A small group of our Year 5 and 6 pupils attended a festival in the City of Leicester, and the morning was packed with positive, fun activities. The children showed all of the key sporting values and were **proudly awarded the *Spirit of the Games* award** — well done everyone!

Boys Football Team

The boys have had a great season so far, **remaining unbeaten and at the top of the league**. We hope they can maintain this form and secure a place at finals day once again.

Girls Football Team

The Year 5 and 6 girls' football team have been working incredibly hard this term, showing great resilience, determination, and teamwork. They have shown commitment in every training session and constantly supported one another to improve. In their first round of matches, the team performed brilliantly, **winning all five of their games against other schools**. In their second set of fixtures, they continued to battle hard and secured **one well-deserved win out of three matches**. Overall, the girls should be extremely proud of their progress and their positive attitude throughout.



Supporting Evidence -

Objective: Develop gifted and talented participation in sports and competitions and Raising the profile of PE and sport across the school, to support whole school improvement

Spring Newsletter snippets:

It has been a fantastic term for sport, with our pupils showing great enthusiasm, teamwork and determination across a range of events.

Boys' Football

Our boys' football team have been in outstanding form, demonstrating excellent teamwork and skill in every match. Their hard work paid off as they **finished top of the Judgemeadow Division 1 league** and secured their place in the finals. We wish them the very best of luck!

Girls' Football

Our girls' football team have also impressed in their recent fixtures at Judgemeadow. They showed great teamwork and resilience, continuing to grow in confidence and ability with each game.

Girls' Football Festival

A group of our Year 4 and 5 girls enjoyed a brilliant experience at Goals, where they took part in a fun-filled football festival. It was wonderful to see so many smiles as they practised their skills and developed their love for the game.

New Age Kurling

Some of our pupils had the opportunity to attend a New Age Kurling event at Evington Leisure Centre. They showed fantastic teamwork and enthusiasm, making it a great start to their day.

Hockey Champions!

Our Year 6 pupils had an amazing time at a hockey event held at the Roger Bettles Sports Centre. Despite it being their first time using wooden sticks, they adapted incredibly well. Showing determination and teamwork throughout, they **won all seven of their matches** and were crowned **overall tournament winners**—an incredible achievement!