



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



- 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)

- 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 focussed 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? |
|--|---|---|
| <p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p> | <p>We delivered additional swimming sessions for Year 6 pupils to ensure water safety. Of the five targeted:</p> <ul style="list-style-type: none"> • Three met the national requirements. • Two made significant progress in water confidence and technique. <p>Supporting evidence:</p> <ul style="list-style-type: none"> • Swimming records tracking progress and achievement. • Instructor feedback detailing improvements. • Parent correspondence reflecting community appreciation. | <ul style="list-style-type: none"> • Not all targeted pupils achieved the expected 25m standard despite additional provision. • Limited pool time and reliance on top-up sessions meant progress for some pupils was constrained. • Progress for less confident swimmers required more sustained intervention over time. |
| <p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> | <p>Pupils demonstrated improved stroke technique through targeted instruction during top-up sessions. Supporting evidence:</p> <ul style="list-style-type: none"> • Assessment records confirmed progress. • Instructor feedback supported improvements. | <ul style="list-style-type: none"> • Some pupils lacked consistency and stamina across all strokes. • Less confident swimmers required more time to refine technique across multiple strokes. • Instructor feedback identifying technique as an area for continued development. |
| <p>3. Perform safe self-rescue in different water-based situations</p> | <p>Pupils received instruction and practice in water safety and self-rescue techniques. Supporting evidence:</p> <ul style="list-style-type: none"> • Assessment data and instructor feedback confirmed that most pupils could perform safe self-rescue. • Parent correspondence reinforced the value of this provision. | <ul style="list-style-type: none"> • A small number of pupils required further reinforcement to confidently apply self-rescue skills independently. • Limited time reduced opportunities for repeated practice in a range of scenarios. |

| Key areas as outlined in PE and sport premium guidance | What went well? Supporting evidence? | What didn't go well? Supporting evidence? |
|--|--|---|
| <p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> | <p>Staff accessed a blend of digital and external CPD. We strategically invested in staff development to ensure long-term sustainability and high-quality PE delivery. This included:</p> <ul style="list-style-type: none"> • Subscription to PE Passport to support planning, progression, and assessment. • Engagement with on-demand CPD modules (e.g. Max Whitlock Gymnastics), inclusive PE, and OAA. • Participation in external CPD and Small Schools Sports Partnership events for networking and shared best practice. • Subject leader development to enable strategic oversight and curriculum alignment. • Subject leader upskilling and whole-staff training improved consistency and confidence. • Staff now deliver high-quality PE with confidence and consistency. <p>Evidence:</p> <ul style="list-style-type: none"> • CPD attendance logs confirming staff participation in PE-specific external training courses, inclusive practice workshops, and subject leadership development. • PE Passport analytics showing frequency of access, lesson planning use, and engagement with on-demand CPD. • Ongoing support through the Small Schools Sports Partnership, providing shared best practice and networking opportunities. • Staff evaluation and feedback evidencing increased confidence, improved subject knowledge, and greater consistency in PE delivery across the school. • Lesson observations and planning folders showing progression, alignment, and curriculum breadth post-CPD. | <p>N/A – All planned CPD was delivered successfully and embedded into practice.</p> <p>Supporting evidence: Monitoring and feedback showed consistent uptake and positive impact across all staff.</p> |
| <p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> | <p>We prioritised inclusive provision to ensure all pupils—especially those with SEND, anxiety, or low physical confidence—could access and enjoy physical activity.</p> <p>Key actions included:</p> <ul style="list-style-type: none"> • Adapted equipment supported pupils with SEND and medical needs. • Fantastic Friday enrichment sessions offering Musical Theatre Dance, and OAA, designed to engage pupils who are less confident in games-based PE. These sessions promoted creativity, resilience, teamwork, and emotional wellbeing • Scooters and balance tools promoted coordination and confidence. • Fantastic Friday and active playtime offered inclusive, non-competitive movement opportunities. • Regular brain breaks were embedded into classroom routines (e.g. BBC Super Movers) improved focus and regulation. • myHappyMind programme supported emotional wellbeing and readiness to | <ul style="list-style-type: none"> • As a small school with a very challenging budget, we have had to make significant staffing cuts in recent years. Our SEND numbers have risen to 17%, and EHCP applications are taking up to two years. For some children with more complex needs, inclusivity in physical activity requires adult support and intervention — which neither the PE Grant nor the school budget can currently facilitate. <p>Evidence:</p> <ul style="list-style-type: none"> • Staffing structure and budget reports. • SEND register and EHCP application timelines. • Observations and staff feedback highlighting the need for additional adult support to ensure full inclusion in PE. |

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| | <p>engage in PE.</p> <ul style="list-style-type: none"> We provided a Pediatric Trained first aider for all 3rd party extra-curricular – which enables more children with medical needs to participate <p>Evidence:</p> <ul style="list-style-type: none"> Purchase and inventory records for adapted PE equipment, balance tools, and sensory-friendly movement aids. Daily Active play timetables and Fantastic Friday curriculum show accessible movement opportunities designed to support coordination, confidence, and regulation. Timetables and planning overviews illustrating the use of regular brain breaks in classroom routines. myHappymind onboarding documentation, staff training attendance, and timetabled curriculum delivery records. Pupil questionnaires and myHappymind questionnaires highlighting increased emotional readiness and confidence to engage in physical activity, particularly among SEND pupils and those with anxiety. Staff testimony confirms that myHappymind effectively connects the use of wellbeing strategies to higher engagement and improved behaviour in PE. | |
| <p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> | <p>We embedded movement and wellbeing into the wider curriculum and school culture through:</p> <ul style="list-style-type: none"> Fantastic Friday enrichment, offering expressive and outdoor activities. Junior Leader-led lunchtime games. (Playground Pals) Fitbits and playground kits to encourage independent tracking. Regular movement breaks during lessons. Integration of the myHappymind programme to support emotional wellbeing. <p>Supporting evidence:</p> <ul style="list-style-type: none"> Curriculum maps and timetables. Junior Leader rotas. CPOM logs and staff feedback. Pupil voice surveys. | <ul style="list-style-type: none"> Fitbit engagement wasn't as effective as expected; younger pupils needed more support to use tracking tools meaningfully. Weather issues meant the field was out of action for significant periods. <p>Supporting evidence:</p> <ul style="list-style-type: none"> Usage audits and pupil feedback indicated limited engagement with Fitbits. Field access logs and weather reports. |
| <p>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</p> | <p>We actively promoted gender equity and inclusive access through:</p> <ul style="list-style-type: none"> Equal access to clubs, competitions, and leadership roles. Enrichment opportunities such as Musical Theatre Dance, Fitness Dance, and OAA. Extra-curricular offer includes Multi skills, dance, dodge ball, basketball, netball, football, cricket, Athletics, rounders, Tag rugby, hockey, Tennis, Yoga and mindfulness, speed stacking and Forest Schools Girls leading as Junior Leaders – (Playground Pals) , facilitating games and warm-ups. <p>Supporting evidence:</p> <ul style="list-style-type: none"> Club registers. Pupil surveys and reflection journals. | <p>N/A – Girls' participation and leadership were consistently strong throughout the year.</p> <p>Supporting evidence:</p> <ul style="list-style-type: none"> Monitoring and feedback confirmed sustained engagement and impact. |

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| | <ul style="list-style-type: none"> • Junior Leader schedules. • Photos and social media posts celebrating participation. | |
| <p>5. Increasing participation in competitive sport</p> | <p>We broadened physical experiences and competitive opportunities through:</p> <ul style="list-style-type: none"> • A diverse after-school extra-curricular offer subsidised via PE Premium (Fleetwood Town FC, Musical Theatre, Tennis). • Staff support for safeguarding and first aid. • Continued membership in the Small Schools Sports Partnership for competitions and CPD. <p>Supporting evidence:</p> <ul style="list-style-type: none"> • Invoices and booking records. • Staff rotas and timesheets. • Participation logs. • Feedback from pupils and staff. | <p>Retention in some KS2 clubs dropped after the first half-term, suggesting a need for better alignment with pupil interests and clearer communication with families.</p> <p>Supporting evidence:</p> <ul style="list-style-type: none"> • Club registers showed reduced attendance in two KS2 clubs after 5–6 weeks (which later improved). • Staff feedback noted uncertainty about club content. • Parent conversations suggested clearer information and pupil-led choices would improve engagement. |

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Aims for the next academic year (2025/2026)

- 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 focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

| Swimming and Water Safety | Input data | Reflections |
|--|--|---|
| <p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p> | <p>Aim Pupils will meet swimming and water safety standards by the end of Year 6.</p> <p>Top-Up Swimming</p> <ul style="list-style-type: none"> • We will deliver targeted top-up sessions for pupils who have not yet met the 25m requirement. • Skills gained will support lifelong safety, confidence, and wellbeing beyond primary school. <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Track pupil progress through regular swimming assessments. • Compare end-of-year data with baseline figures to measure improvement. Collect feedback from pupils, parents, and instructors to evaluate impact. <p>Cohort 2020–27</p> <ul style="list-style-type: none"> • 11 pupils met standard in Year 3/4 • 5 pupils need Targeted top up <p>Cohort 2019–26–</p> <ul style="list-style-type: none"> • 14 pupils met standard in Y3/4 • 2 pupils need Targeted top up (1 new pupil) | <ul style="list-style-type: none"> • Early swimming provision in Year 3/4 has had a positive impact, with the majority of pupils meeting the expected standard before Year 6. • For the 2020–2027 cohort, most pupils achieved the standard early, reducing the need for intervention, although 5 pupils require targeted top-up. • For the 2019–2026 cohort, a smaller number required intervention, including a new pupil, highlighting the need for flexibility in provision. • Top-up sessions will be essential in ensuring all pupils meet the required standard by the end of Key Stage 2. • Moving forward, earlier identification and continued tracking will ensure pupils who fall behind receive timely support rather than relying solely on Year 6 intervention. |

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| <p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> | <ul style="list-style-type: none"> • In order to achieve 25 metres use of a range of strokes is included in the assessment • Top-up sessions will include stroke development tailored to individual needs. • Pupils will be supported to improve technique and confidence across multiple strokes. <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Instructor observations and assessment records will track progress. • Pupil feedback will help identify areas of success and challenge. | <ul style="list-style-type: none"> • Stroke development is effectively embedded within the 25m assessment, ensuring pupils build a range of techniques as part of their progression. • Targeted top-up sessions will further support pupils in refining technique, particularly those lacking confidence or consistency. • Some pupils may still require additional time and repetition to develop stamina and control across multiple strokes. • Continued collaboration with instructors and use of assessment data will ensure teaching is adapted to meet individual needs. • Future focus will be on developing consistency and technical accuracy across all strokes, not just achieving distance. |
| <p>3. Perform safe self-rescue in different water-based situations</p> | <ul style="list-style-type: none"> • Top-up sessions will ensure pupils will receive instruction and practice in water safety and self-rescue techniques. • The programme will emphasise real-life scenarios and confidence in emergency response. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> • Assess pupils' ability to perform safe self-rescue • Use instructor feedback and pupil reflections to evaluate readiness and understanding. <p>Cohort 2020 – 27 –</p> <ul style="list-style-type: none"> • 16 pupils met standard in Y3/4 • 0 pupils need Targeted top up <p>Cohort 2019 – 26 –</p> <ul style="list-style-type: none"> • 14 pupils met standard Y3/4 • 0 pupils need Targeted top up | <ul style="list-style-type: none"> • Early swimming provision has been highly effective in ensuring all pupils in both cohorts have met the self-rescue standard by Year 3/4. • This demonstrates strong teaching of water safety and highlights the success of early intervention. • Embedding self-rescue in earlier years ensures pupils develop essential life-saving skills in a timely manner. • Moving forward, top-up sessions will reinforce and apply these skills in a range of scenarios to ensure confidence and independence. • Continued emphasis on real-life application will ensure pupils leave primary school equipped with secure and transferable water safety knowledge. |

Aims for the next academic year (2025/2026)

| Aim | Why? | Key area | Supporting evidence |
|---|--|--|---|
| 1. Invest in high-quality CPD and planning/assessment resources | To build confident, competent staff across all key stages, improve support for SEND pupils, and embed sustainable teaching practices | <ul style="list-style-type: none"> • Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively | CPD logs, PE Passport data, staff feedback, lesson observations, participation logs, welfare staff monitoring |
| 2. Sustain high-quality teaching and learning within the PE curriculum | To ensure consistent, inclusive, and progressive PE delivery with strong assessment and curriculum alignment | <ul style="list-style-type: none"> • Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively • Increasing all pupils' engagement in regular physical activity • Providing a broader experience of a range of sports and physical activities offered to all pupils | PE Passport analytics, staff surveys, curriculum logs, stakeholder feedback, assessment data |
| 3. Remain part of the Small Schools Sports Cluster | To increase competitive sport participation, strengthen collaboration, and develop PE coordinator expertise | <ul style="list-style-type: none"> • Increasing participation in competitive sport | Participation records, pupil surveys, PE coordinator feedback, cluster attendance logs |
| 4. Deliver top-up swimming for pupils not meeting national standards | To ensure all pupils meet curriculum expectations and leave water-safe | <ul style="list-style-type: none"> • Swimming and Water Safety (DfE requirement) | Swimming records, instructor feedback, pupil/parent surveys, attendance logs |
| 5. Update and renew PE and sporting equipment | To support high-quality PE, active play, and enrichment with safe, inclusive resources | <ul style="list-style-type: none"> • Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively • Increasing all pupils' engagement in regular physical activity • Providing a broader experience of a range of sports and physical activities offered to all pupils | Equipment audit, lesson observations, stakeholder feedback, maintenance logs |
| 6. Provide opportunities for extra-curricular sports and activities | To increase participation, cater to diverse interests, and raise the profile of PE | <ul style="list-style-type: none"> • Increasing all pupils' engagement in regular physical activity • Raising the profile of PE and sport across the school as a tool for whole-school improvement • Providing a broader experience of a range of sports and physical activities offered to all pupils • Increasing participation in competitive sport | Participation data, stakeholder feedback, session observations, competitive sport records, media evidence |
| 7. Embed physical activity into the school day | To increase daily movement, promote inclusion, and develop pupil leadership | <ul style="list-style-type: none"> • Increasing all pupils' engagement in regular physical activity • Raising the profile of PE and sport across the school as a tool for whole-school improvement • Providing a broader experience of a range of sports and physical activities offered to all pupils | Pupil voice, Fitbit data, staff feedback, breaktime observations, SEND engagement tracking |
| 8. Enrich curriculum with physical activity across subjects | To provide a broader range of experiences for our children – to encourage less active children to find an activity that they enjoy. | <ul style="list-style-type: none"> • Increasing all pupils' engagement in regular physical activity • Raising the profile of PE and sport across the school as a tool for whole-school improvement • Providing a broader experience of a range of sports and physical activities offered to all pupils | Attendance data, wellbeing surveys, PSHE assessments, staff reflections, parent feedback |
| 9. To promote the view 'healthy body = healthy mind' with a key focus on Mental Health and wellbeing | To promote wellbeing, self regulation resilience, and engagement through movement-integrated learning | <ul style="list-style-type: none"> • Positive impact on mental health and well being • Children recognising the positive impact of physical activity on their body and mind | |

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 focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls*
 5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|---|--|--|--|
| Plan and monitor | Develop lunchtime play provision to increase activity for least active groups. | Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL | A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls. | Youth voice data through half-termly surveys and interviews/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. Staff voice and feedback |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active | Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence? | 100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes | Physical Resources - £1000 CPD for staff - £500 OPAL - £8000 |

Your Objective:

1. Invest in high-quality CPD and planning/assessment resources



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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 | <ul style="list-style-type: none"> To strengthen staff confidence and competence in delivering high-quality, inclusive PE across all key stages, with a focus on adaptive and inclusive practice. To ensure robust assessment and sustainable development of teaching and learning. | <ul style="list-style-type: none"> Deliver targeted CPD on Adaptive and Inclusive PE, focusing on strategies for supporting SEND pupils, those with medical needs, and reluctant participants. Provide Outdoor First Aid training for staff involved in Forest School and OAA delivery. Renew Pediatric First Aid qualifications for staff leading extra-curricular clubs and attending competitions. Allocate release time for the PE Lead to: <ul style="list-style-type: none"> Attend Lancashire County Council online training and updates. Monitor PE provision across the school. Lead team-teaching and mentoring. Analyse PE Passport data to identify learning gaps and inform future CPD. Continue CPD for welfare staff to support inclusive, structured playtimes and movement-based wellbeing. | <ul style="list-style-type: none"> All staff confident and competent in delivering inclusive PE. Improved support for SEND pupils and increased participation in extra-curricular activities. Effective use of assessment tools to monitor progress and inform planning. Welfare staff confidently leading active playtimes. | <ul style="list-style-type: none"> Staff feedback, lesson observations, and pupil voice. PE Passport data showing progress and engagement. Participation logs for clubs and enrichment. Monitoring reports from the PE Lead. Welfare staff performance reviews. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Increased staff confidence and subject knowledge in delivering high-quality PE across all year groups. Improved inclusion through adaptive teaching strategies (e.g. inclusive PE training). Enhanced safety and preparedness through first aid and outdoor training. Greater consistency in lesson delivery and progression due to subject leader release time. | <ul style="list-style-type: none"> Yes – knowledge gained through CPD is retained within staff and shared through internal training. Subject leader release time supports ongoing monitoring and coaching. First aid qualifications and outdoor training provide long-term capacity within school. | <ul style="list-style-type: none"> Staff feedback and CPD evaluations show increased confidence levels. Lesson observations indicate improved differentiation and engagement. Safer practice evident during PE lessons and extracurricular clubs. | <ul style="list-style-type: none"> CPD for staff £4215.25 |

Your Objective:

2. Sustain High-Quality Teaching and Learning within the PE Curriculum



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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 maintain and enhance the quality of PE teaching through continued access to planning tools, CPD, and inclusive enrichment opportunities. | <ul style="list-style-type: none"> Renew annual subscriptions to PE Passport, Max Whitlock Gymnastics CPD, and Safer Practice in PE. Deliver internal CPD sessions to build staff confidence and competence. Provide high-quality resources to support physical activity beyond core PE. Ensure all pupils, including those with SEND, can access extra-curricular activities. Train welfare staff to support active playtimes. | <ul style="list-style-type: none"> Increased staff confidence and skill in teaching PE. Pupils engaging in at least 60 minutes of physical activity daily. A broader and more inclusive sports offer. Whole-school engagement with PE Passport and physical activity. | <ul style="list-style-type: none"> Staff surveys and lesson observations. PE Passport analytics and assessment data. Curriculum and enrichment logs. Feedback from pupils, parents, and staff. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Staff demonstrate increased confidence and competence when delivering PE, supported by high-quality planning tools and CPD opportunities. Consistent, progressive PE teaching is evident across all year groups due to whole-school use of PE Passport. A broader and more inclusive offer has led to increased participation in both curriculum and extra-curricular activities, particularly for SEND pupils. Pupils are more active across the school day, with increased engagement during lessons, playtimes and enrichment activities. Welfare staff are more proactive in promoting active and purposeful plan | <ul style="list-style-type: none"> Yes – annual subscriptions (PE Passport, Safer Practice in PE, Max Whitlock CPD) ensure continued access to high-quality resources and planning support. Internal CPD builds long-term staff capacity, reducing reliance on external provision over time. Staff confidence enables consistent delivery regardless of staffing changes. Training for welfare staff embeds active play as a routine part of the school day. Inclusive approaches ensure all pupils can continue to access provision without additional barriers | <ul style="list-style-type: none"> Staff surveys and CPD feedback indicate improved confidence and subject knowledge. Lesson observations show consistent teaching approaches and inclusive practice. PE Passport analytics demonstrate clear progression and assessment across year groups. Curriculum and enrichment logs show increased participation and breadth of opportunity. Pupil and parent feedback reflects high engagement and enjoyment in PE and physical activity | <ul style="list-style-type: none"> Online Planning / Assessment and CPD tools £989 |

Your Objective:

3. Remain Part of the Small Schools Sports Cluster

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|---|---|---|--|
| Plan and monitor | To provide pupils with opportunities to participate in competitive sport and to strengthen collaboration with other schools. | <ul style="list-style-type: none"> Renew membership with the Small Schools Sports Cluster. Ensure PE coordinator attends cluster meetings. Schedule and attend competitions and fixtures. Encourage pupil participation and provide transport and supervision. Share best practice and collaborate on joint events. | <ul style="list-style-type: none"> At least 50% of pupils participating in competitive sport. Stronger relationships with cluster schools. Improved leadership and strategic planning from the PE coordinator. | <ul style="list-style-type: none"> Participation records and pupil surveys. PE coordinator reflections and development logs. Cluster meeting attendance and engagement reports. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Pupils have had opportunities to participate in a range of inter-school competitions (e.g. multi-skills, athletics and netball), increasing engagement in competitive sport. Those pupils who attended events have demonstrated improved confidence, teamwork and resilience. Opportunities have been inclusive, allowing a range of pupils, including those less confident, to represent the school. The profile of PE has been raised, with pupils showing pride in representing their school. Staff have developed some confidence in organising and attending events. | <ul style="list-style-type: none"> Partially – continued membership of the sports cluster ensures access to competitions and shared opportunities. However, attendance at events has been limited due to transport costs and staffing constraints. To improve sustainability, future planning will need to prioritise staffing availability and explore more cost-effective transport arrangements. Developing staff confidence and capacity will support attendance at a greater number of events moving forward. Despite constraints, a positive culture around participation and competition is developing. | <ul style="list-style-type: none"> Records of events attended demonstrate engagement, though fewer than planned. Participation records show pupil involvement in attended events. Pupil voice reflects enjoyment and pride in representing the school. PE coordinator reflections identify barriers to attendance (staffing and transport). | PE Partnership - small school £425 Competition Costs £ 433.10 £858.10 |

Your Objective:

4. Deliver Top-Up Swimming



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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 ensure all pupils meet national curriculum swimming requirements and develop essential life-saving skills. | <ul style="list-style-type: none"> Identify pupils in Years 5 and 6 who have not met swimming standards. Organise additional swimming lessons and cover travel costs. Collaborate with local swimming facilities and instructors. Provide encouragement and support to ensure high attendance. | <ul style="list-style-type: none"> Increased number of pupils able to swim 25 metres and perform life-saving drills. Equal access to swimming for all pupils. Long-term confidence and safety in water. | <ul style="list-style-type: none"> Swimming progress data and attendance logs. Instructor feedback and pupil/parent surveys. Implementation records and evaluation reports. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Increased number of Year 6 pupils meeting national curriculum expectations for swimming (25 metres, water safety and self-rescue). Targeted pupils who were previously below expectations have made accelerated progress due to additional sessions. Improved confidence in the water for less confident swimmers. ☑ All pupils have had equal access to swimming provision through funded transport. | <ul style="list-style-type: none"> Yes – top-up swimming can be delivered annually to support each Year 6 cohort. Early identification of pupils requiring support ensures targeted intervention each year. Established links with swimming providers enable ongoing access to high-quality provision. Transport funding ensures continued equitable access for all pupils. | <ul style="list-style-type: none"> End of KS2 swimming data demonstrates increased attainment against national curriculum requirements. Teacher assessments and swimming instructor feedback show progress in water confidence and technique. Records of attendance at top-up sessions. Pupil voice reflects increased confidence and enjoyment in swimming. | <ul style="list-style-type: none"> £700 |

Your Objective:

5. Update and Renew PE and Sporting Equipment

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|---|---|---|--|
| Plan and monitor | <p>To enhance the quality, inclusivity, and breadth of physical activity across the school by updating and renewing equipment used in:</p> <ul style="list-style-type: none"> Core PE lessons Enrichment activities (e.g. Musical Theatre, Forest Schools, Outdoor & Adventurous Learning) Structured active playtimes Fundamental movement skill development, particularly in KS1 and for pupils with SEND <p>This investment aims to ensure that all pupils, regardless of ability or interest, have access to engaging, purposeful, and developmentally appropriate physical activity opportunities throughout the school day.</p> | <ul style="list-style-type: none"> Conduct a full audit of existing equipment. Consult staff, pupils, and stakeholders on needs. Purchase high-quality, durable equipment. Purchase props and movement aids for Musical Theatre and expressive dance. Equip playgrounds with structured play kits for KS1 and KS2, including items that encourage cooperative games, physical challenge, fundamental movement skills and imaginative movement. Provide storage solutions to ensure easy access and longevity. Train staff on usage and maintenance. Implement a system for regular checks and replacements. | <ul style="list-style-type: none"> High-Quality PE Delivery: Teachers will be better equipped to deliver engaging, progressive PE lessons that meet curriculum objectives. Enriched Curriculum and Enrichment: Pupils will experience a broader, more exciting range of physical activities across the school day, including in Forest Schools and Musical Theatre. Increased Participation and Enjoyment: More pupils, including those with SEND or low confidence, will engage in physical activity through accessible and appealing resources. Improved Fundamental Movement Skills: KS1 pupils and others with developmental needs will show progress in balance, coordination, agility, and locomotion. Sustainable Use of Resources: Equipment will be well-maintained, used across multiple settings, and embedded into long-term planning. | <ul style="list-style-type: none"> Lesson Observations and Pupil Interviews: Evidence of improved lesson quality, engagement, and skill development. Enrichment and Club Attendance Logs: Increased participation in activities supported by new equipment. Playtime Monitoring: Observations of active play and use of structured resources during breaks. SEND and KS1 Progress Tracking: Assessment of movement skills and engagement in targeted groups. Stakeholder Feedback: Input from staff, pupils, and parents on the impact of new resources. Maintenance and Inspection Logs: Records confirming sustainability and safe use of equipment. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Improved quality of PE lessons due to access to a wider range of well-maintained, appropriate equipment. Increased pupil engagement and participation, particularly for SEND and disadvantaged pupils, through targeted resource purchases. Greater inclusivity, with equipment supporting a range of abilities and needs. Enhanced playtimes and structured physical activity during breaks due to accessible equipment. Improved delivery of whole-school events such as Sports Day. | <ul style="list-style-type: none"> Yes – equipment is durable and can be used across multiple academic years. Regular inspection and maintenance (e.g. annual safety check) ensures continued safe use. Strategic purchasing (e.g. SEND-focused resources) supports long-term inclusion. Equipment can be reused across year groups and adapted for different activities. | <ul style="list-style-type: none"> Lesson observations show increased participation and reduced passive behaviour. PE planning demonstrates effective use of a broader range of equipment. Playground observations show more active and structured play. Inclusion records indicate improved engagement of SEND and PP pupils in physical activity. Pupil voice reflects greater enjoyment and access to activities. | <ul style="list-style-type: none"> £907.42 |

Your Objective:

6. Provide Opportunities for Extra-Curricular Sports and Activities

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|---|--|---|---|
| Plan and monitor | To broaden the extra-curricular sports and physical activity offer across the school, ensuring it is inclusive, engaging, and accessible to all pupils from Y1 to Year 6. This includes a specific focus on increasing participation among pupils with SEND, girls, and those who are reluctant to engage in traditional PE. The programme aims to raise the profile of PE and sport across the school, support whole-school improvement, and foster sustainable partnerships with external providers. | <ul style="list-style-type: none"> Collaborate with local providers (e.g., Fleetwood Town, dance/tennis specialists). Ensure providers are briefed on the school's inclusion priorities and values, including the need to adapt sessions for SEND pupils and those with medical needs. Ensure staffing and provision for safe, inclusive delivery. Conduct pupil voice surveys to shape the programme. Include paediatric first aiders and SEND/medical responders in planning. | <ul style="list-style-type: none"> 75% pupil participation in extra-curricular sport. Inclusive offer that engages SEND pupils and girls. Strong partnerships and broader sports experience. Improved Confidence and Wellbeing: Pupils reporting increased enjoyment, confidence, and sense of belonging through physical activity. Sustainable Partnerships: Strong, ongoing relationships with local providers that continue beyond the funding cycle. | <ul style="list-style-type: none"> Participation Logs: Detailed records showing uptake across year groups, genders, and SEND cohorts. Pupil Voice Surveys: Feedback on enjoyment, confidence, and suggestions for future activities. Session Observations: Monitoring of engagement, inclusion, and delivery quality. Staff and Provider Reflections: Feedback on logistics, pupil response, and areas for improvement. Competitive Sport Records: Data on fixtures entered, pupil representation, and outcomes. Photographic and Video Evidence: Visual documentation of pupils participating in a range of activities. Parent and Community Feedback: Responses from families and local partners on the value and impact of the programme. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Significant increase in pupil participation in extra-curricular activities across the school. A wider range of opportunities available, including sports, dance and creative physical activities (e.g. musical theatre). Increased engagement from pupils who may not typically participate in competitive sport. Improvements in pupils' physical fitness, confidence and social skills. Enhanced pupil wellbeing and enjoyment of school through increased activity and enrichment opportunities. | <ul style="list-style-type: none"> Partially – partnerships (e.g. external providers and specialist instructors) support high-quality provision. Staff involvement in running clubs (e.g. safeguarding, registers, first aid) builds internal capacity. A strong culture of participation is now embedded across the school. Ongoing funding will be required to sustain the breadth and quality of the offer, particularly where external providers are used. | <ul style="list-style-type: none"> Club registers demonstrate high levels of participation and regular attendance. Timetables show a broad and varied extra-curricular offer across the year. Pupil and parent feedback highlights enjoyment and increased engagement. Staff observations indicate improved confidence, teamwork and behaviour among participants. | <ul style="list-style-type: none"> £5698.31 |

Your Objective:

7. To increase daily movement and promote inclusive, structured play across all year groups.

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|--|--|--|--|
| Plan and monitor | To embed physical activity into the rhythm of the school day by creating inclusive, structured, and engaging play opportunities for all pupils. This includes developing confident pupil leaders, equipping staff to facilitate movement-based wellbeing, and ensuring that SEND pupils have equal access to meaningful physical activity during breaktimes. | <p>Fundamental Movement Skill Integration:</p> <ul style="list-style-type: none"> Design playtime activities that explicitly target key physical skills such as balance, coordination, agility, hopping, jumping, and running. Use age-appropriate resources (e.g. cones, hoops, beanbags, agility ladders) to support skill development in a playful context. Deliver internal CPD for welfare and support staff to confidently lead structured playtimes. Develop consistent routines and expectations for movement across all year groups. Encourage staff to co-lead games with pupils, model participation, and support reluctant or anxious children. Tran and Empower pupils (Playground Pals and JLT) to lead active playtimes, model positive behaviour, and promote inclusive movement across the school - focusing on kindness, encouragement, and inclusion. Collaborate with the SENCO to identify pupils who need additional support or adapted activities. Provide targeted interventions and peer support systems to ensure SEND pupils are actively involved in breaktime movement. | <ul style="list-style-type: none"> Increased Physical Activity: More pupils meeting their daily movement targets through structured and spontaneous play. Confident Pupil Leaders: Junior Leaders and Playground Pals confidently leading and supporting inclusive play across the school. Staff-Led Engagement: Welfare and support staff actively facilitating movement and modelling positive participation. Inclusive Play Systems: All pupils, including those with SEND, accessing meaningful and enjoyable physical activity during breaktimes. Improved Fundamental Skills: Observable progress in balance, coordination, agility, and locomotion, especially in KS1 and among targeted groups. Positive Social Outcomes: Increased cooperation, resilience, and emotional regulation through active play. | <ul style="list-style-type: none"> Pupil Voice Feedback: Surveys and interviews with Junior Leaders, Playground Pals, and general pupil population. Staff Feedback and Observations: Reflections from welfare staff and Learning Mentor on pupil engagement and system effectiveness. Breaktime Monitoring Logs: Observations of playtime structure, resource use, and leadership in action. SEND Engagement Tracking: Data on participation, enjoyment, and progress among SEND pupils. Photographic and Video Evidence: Documentation of active play, leadership, and inclusive movement across the school. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Increased levels of physical activity during breaktimes and lunchtimes across all year groups. More structured and purposeful play, reducing instances of low-level behaviour. Greater inclusion, with all pupils (including SEND) engaging in accessible and supported activities. Improved pupil wellbeing, concentration and readiness to learn following active breaks. Increased confidence and leadership skills among pupils supporting play (e.g. playground leaders). | <ul style="list-style-type: none"> Yes – once routines and expectations for active play are embedded, they become a consistent part of daily school life. Investment in simple equipment and staff training supports long-term use. Welfare staff training ensures ongoing facilitation of structured and inclusive play. Pupil leadership roles (e.g. playground buddies/leaders) help sustain engagement and independence. | <ul style="list-style-type: none"> Playground observations show increased activity levels and reduced sedentary behaviour. Behaviour logs indicate a reduction in minor incidents at breaktimes. Pupil voice highlights enjoyment and increased opportunities to take part in games. Staff feedback reflects improved structure and supervision during playtimes. | <ul style="list-style-type: none"> £300 |

Your Objective:

8. Curriculum Enrichment

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|--|---|---|--|
| Plan and monitor | <p>To embed physical activity across the curriculum and ensure all pupils benefit from a wide range of movement-based experiences that support wellbeing, resilience, and engagement. This includes expressive movement through Musical Theatre dance, outdoor and adventurous learning, and targeted interventions for SEND pupils. The aim is to create a whole-school culture where physical activity is woven into daily learning and enrichment</p> | <p>Musical Theatre Dance Enrichment:</p> <ul style="list-style-type: none"> Maintain and expand the Musical Theatre programme for Years 1–6, offering expressive movement opportunities that appeal to pupils who may not engage with traditional PE. Include dance elements that support coordination, rhythm, and self-expression, with adaptations for sensory needs and SEND pupils. Work with specialist coaches to ensure inclusive delivery and high-quality choreography. <p>Outdoor & Adventurous Learning and Forest Schools:</p> <ul style="list-style-type: none"> Enhance the Fantastic Friday offer by embedding purposeful movement through OAA and Forest School sessions. Use activities such as den-building, natural obstacle courses, and team challenges to promote resilience, problem-solving, and physical engagement. Ensure sessions are inclusive and adapted for pupils with physical or emotional needs. <p>Cross-Curricular Movement Integration:</p> <p>Collaborate with teaching staff to embed movement into subjects for example:</p> <ul style="list-style-type: none"> Drama: Role-play, freeze frames, and character movement. Geography: Physical mapping games, terrain exploration. PSHE: Movement-based emotional regulation strategies. <p>Incorporate movement breaks across the school day</p> <ul style="list-style-type: none"> Use movement as a tool for engagement, exploration, and wellbeing across the curriculum. <p>Targeted SEND Interventions:</p> <ul style="list-style-type: none"> Offer bespoke movement activities for pupils with SEND, including sensory circuits, adapted dance, and small-group physical challenges. Ensure these interventions are designed to build confidence, coordination, and enjoyment. | <ul style="list-style-type: none"> Universal Participation: All pupils actively engaging in physical activity during curriculum time. Increased Engagement Among Target Groups: Noticeable improvement in participation and enjoyment among least active pupils, those with SEND, and those with medical needs. Improved Mental Health and Wellbeing: Pupils demonstrating better emotional regulation, resilience, and readiness to learn. Enhanced Resilience and Problem-Solving: OAA and Forest Schools fostering teamwork, perseverance, and creative thinking. Progress in Movement Skills: SEND pupils showing measurable improvement in coordination, balance, and movement confidence. Sustainable Implementation: Staff confidently integrating movement into their teaching, with enrichment embedded into long-term planning. | <ul style="list-style-type: none"> Attendance and Participation Logs: Tracking engagement in enrichment activities, including Musical Theatre and Fantastic Friday. Pupil Voice Surveys: Feedback on enjoyment, confidence, and perceived benefits of movement-based learning. Observations and Assessments: Monitoring progress in fundamental movement skills, especially among SEND pupils. PSHE and Wellbeing Data: Assessments showing improvements in emotional regulation and resilience. Staff Reflections: Feedback on curriculum integration, pupil response, and professional development needs. Parent and Community Feedback: Responses on the impact of enrichment activities and physical wellbeing initiatives. Comparative Movement Data: Analysis of physical activity levels before and after implementation of enrichment strategies. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate | <ul style="list-style-type: none"> Increased opportunities for pupils to be physically active beyond timetabled PE lessons, embedded across the wider curriculum. High levels of engagement and enjoyment during enrichment activities such as dance sessions and active learning approaches. Development of pupils' confidence, creativity and performance skills through structured enrichment (e.g. dance). | <ul style="list-style-type: none"> Yes – staff can replicate and embed strategies observed during enrichment sessions into everyday teaching. Resources and approaches (e.g. active learning, OAA, dance) can be reused across year groups. Subscription to Primary PE and Physical Activity provides ongoing support and planning ideas. A culture of movement across the curriculum is becoming embedded across the school. | <ul style="list-style-type: none"> Enrichment timetables show structured opportunities across all three terms and year groups. Pupil voice reflects high levels of enjoyment and engagement in dance and active lessons. Staff feedback indicates increased confidence in using active approaches within lessons. Observation of sessions shows high participation and sustained physical engagement. | <ul style="list-style-type: none"> £1965 |

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|--|--|--|--|--|
| | <ul style="list-style-type: none"> Increased participation from all pupils, including those less engaged in traditional sports. Improved physical activity levels throughout the school day, contributing to overall health and wellbeing. | | | |
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Your Objective:

9. To promote the view 'healthy body = healthy mind' with a key focus on Mental Health and wellbeing

| | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|-------------------------|---|---|---|--|
| Plan and monitor | <ul style="list-style-type: none"> To embed a whole-school understanding that physical activity supports mental health, emotional regulation, and resilience. This action aims to integrate movement and wellbeing strategies across the curriculum, with targeted support for pupils with SEND, anxiety, or medical needs. It also seeks to raise awareness through external partnerships and whole-school initiatives. | <ul style="list-style-type: none"> Sustain MyHappyMind Programme: Continue delivering the NHS-backed curriculum, teaching all five modules (<i>Meet Your Brain, Celebrate, Appreciate, Relate, Engage</i>) to build emotional regulation, resilience, and wellbeing. Use digital lessons, interactive games, and embed strategies like breathing techniques and affirmations into daily routines. Integrate Movement with Mental Health Education: Use physical activity to support emotional regulation through movement breaks, outdoor mindfulness walks, and expressive activities like dance and drama. Link movement to PSHE themes such as resilience and teamwork. Targeted Support for Vulnerable Pupils: Identify pupils with anxiety, SEND, or low confidence and offer bespoke movement-based interventions (e.g. sensory circuits, yoga, Forest School). Collaborate with SENCO and Learning Mentor for consistent support. Lancashire County Council Health Bus: Host visits from the LCC Health Bus to deliver interactive sessions on healthy lifestyles and wellbeing. Integrate these into PSHE and enrichment planning to reinforce the 'Healthy Body = Healthy Mind' ethos. | <ul style="list-style-type: none"> Improved Mental Health and Emotional Regulation: Pupils demonstrating increased resilience, self-awareness, and readiness to learn. Increased Engagement in Physical Activity: Pupils with anxiety or SEND participating more confidently in movement-based activities. Whole-School Culture of Wellbeing: Staff and pupils embracing the link between physical and mental health. Sustainable Wellbeing Strategies: MyHappyMind strategies embedded into daily practice and supported by physical activity. Community Engagement: Pupils and families engaging with external wellbeing initiatives like the LCC Health Bus. | <ul style="list-style-type: none"> PSHE Assessments and Wellbeing Surveys: Data showing improvements in emotional regulation, resilience, and pupil wellbeing. Pupil Voice Feedback: Reflections on how movement and MyHappyMind strategies support mental health. Staff Reflections and CPD Logs: Evidence of increased staff confidence in promoting wellbeing through physical activity. Participation Data: Tracking engagement in movement-based interventions among vulnerable pupils. Health Bus Visit Logs: Documentation of pupil involvement and feedback from Health Bus sessions. |
| | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |

| | | | | |
|------------------------|--|---|---|---|
| <p>Evaluate</p> | <ul style="list-style-type: none"> • Increased pupil understanding of the link between physical health and mental wellbeing. • Improved awareness of healthy lifestyles, including the importance of exercise, rest and emotional regulation. • Positive impact on pupils' wellbeing, resulting in improved readiness to learn. • Increased opportunities for pupils to discuss and explore mental health in a structured and supportive way. • Enhanced whole-school focus on wellbeing, supporting a calm, positive learning environment. | <ul style="list-style-type: none"> • Yes – programmes such as <i>myHappyMind</i> provide a structured, progressive approach that can be embedded long-term. • Staff training and familiarity with wellbeing approaches ensure consistent delivery across year groups. • Resources and strategies can be reused annually and integrated into the wider curriculum. • A whole-school ethos linking physical activity and mental health is now embedded within practice. | <ul style="list-style-type: none"> • Pupil voice demonstrates increased understanding of wellbeing and emotional regulation strategies. • Staff observations indicate improved focus, resilience and emotional awareness. • Timetabled sessions and programme usage data (e.g. <i>myHappyMind</i>) show consistent implementation. • Feedback from Health Bus sessions highlights strong engagement and impact. | <ul style="list-style-type: none"> • £1203.30 |
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