

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

Commissioned by



Department  
for Education

Created by



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PHYSICAL EDUCATION



YOUTH  
SPORT  
TRUST

- 
- 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:**

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

# 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 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 |
|---|------------|-------------|
| 1. Swim competently, confidently and proficiently over a distance of at least 25 metres       |            |             |
| 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) |            |             |
| 3. Perform safe self-rescue in different water-based situations                               |            |             |

| Aim  | Why?   | Key area   | Supporting evidence  |
|--|--|--|--|
| Children to participate in sporting events linked to Schools Sports Partnership. | Participation in sporting events through the Schools Sports Partnership is vital because it promotes inclusivity, teamwork, and healthy lifestyles among children. It provides opportunities to experience competitive and cooperative sports beyond the classroom, helping to develop resilience, confidence, and social skills. These events encourage physical activity, which supports overall well-being and academic performance. By engaging in a wider sporting community, children gain exposure to diverse activities and role models, fostering a lifelong interest in sport and physical health. | <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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>Increasing participation in competitive sport</p> | <p>Photographs and Videos – Capture images of children actively taking part in events, ensuring consent and safeguarding guidelines are followed.</p> <p>Registers and Attendance Records – Maintain sign-in sheets or digital records showing which pupils attended each event.</p> <p>Certificates and Awards – Collect copies of certificates or medals given to participants as proof of involvement.</p> <p>Event Reports or Newsletters – Include summaries of events in school newsletters or on the website, highlighting pupil engagement.</p> <p>Pupil Voice and Feedback – Gather quotes or surveys from children about their experiences and learning from the events.</p> |
| Children to participate in inter – trust competitions.                           | Encouraging children to participate in inter-trust competitions promotes collaboration, teamwork, and resilience while providing opportunities to apply skills learned in PE in a competitive environment. It raises aspirations by exposing pupils to a wider sporting community, enhances social development, and supports the Sports Premium goal of increasing engagement in physical  | <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Offer a broader and more equal experience of a range of sports and</p>  | <p><b>Participation Records</b></p> <ul style="list-style-type: none"> <li>Keep registers of pupils attending inter-trust competitions.</li> <li>Track the number of events and pupils involved across different year groups.</li> </ul> <p><b>Photographs &amp; Videos</b></p>  |



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|  | <p>activity. These competitions also help identify talent, foster a sense of belonging, and build confidence, contributing to long-term healthy lifestyles.</p> | <p>physical activities to all pupils and ensure equal access to sport for boys and girls</p> <p>Increasing participation in competitive sport</p> | <ul style="list-style-type: none"> <li>• Capture images and short clips of pupils taking part in competitions.</li> <li>• Display these in newsletters or on whole school displays</li> </ul> <p><b>Certificates &amp; Awards</b></p> <ul style="list-style-type: none"> <li>• Collect certificates, medals, or recognition received during competitions.</li> <li>• Showcase these in school assemblies or on a "Sports Achievement" board.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Conduct surveys or interviews to gather feedback from pupils about their experience.</li> <li>• Include quotes in reports to demonstrate increased confidence, enjoyment, and motivation.</li> </ul> <p><b>Impact on Skills &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Compare PE assessment data before and after participation.</li> <li>• Monitor improvements in teamwork, resilience, and sportsmanship through teacher observations.</li> </ul> <p><b>Attendance &amp; Inclusion Data</b></p> |
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|   |  |   | <ul style="list-style-type: none"> <li>Track participation of SEND and disadvantaged pupils to show inclusivity.</li> <li>Highlight any increase in engagement from these groups.</li> </ul> <p><b>Community &amp; Parental Feedback</b></p> <ul style="list-style-type: none"> <li>Collect comments from parents about their child's involvement and confidence.</li> <li>Share positive feedback in newsletters or reports.</li> </ul>   |
| Offer more afterschool clubs/specialist sports coaching during the school day to engage boys and girls to attend, especially those with SEND/disadvantaged. | Offering more after-school clubs that actively engage both boys and girls, particularly those with SEND and disadvantaged backgrounds, ensures equal access to physical activity opportunities. It helps remove barriers to participation, promotes inclusion, and supports the Sports Premium aim of increasing overall engagement in sport and physical activity. These clubs provide a safe and supportive environment for all pupils to develop confidence, social skills, and healthy habits, contributing to improved wellbeing and attainment | <p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p> <p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>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>Increasing participation in competitive sport</p> | <p><b>Attendance Registers</b></p> <ul style="list-style-type: none"> <li>Keep detailed records of pupils attending each club.</li> <li>Track participation by gender, SEND status, and disadvantaged groups to show inclusivity.</li> </ul> <p><b>Club Variety &amp; Frequency</b></p> <ul style="list-style-type: none"> <li>Document the number and type of clubs offered compared to previous years.</li> <li>Show increased opportunities for different interests and abilities.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>Collect feedback through surveys or interviews to measure</li> </ul> |

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|  |  |  | <p>enjoyment, confidence, and motivation.</p> <ul style="list-style-type: none"><li>• Include quotes from SEND/disadvantaged pupils to demonstrate impact.</li></ul> <p><b>Parent Feedback</b></p> <ul style="list-style-type: none"><li>• Gather comments from parents about improvements in their child's engagement, confidence, and wellbeing.</li><li>• Share positive feedback in newsletters or reports.</li></ul> <p><b>Photographs &amp; Videos</b></p> <ul style="list-style-type: none"><li>• Capture pupils participating in clubs and display these in newsletters, on the school website, or on notice boards.</li></ul> <p><b>Impact on Physical Activity Levels</b></p> <ul style="list-style-type: none"><li>• Monitor changes in pupils' activity levels through PE assessments or fitness tracking.</li><li>• Highlight improvements in participation among target groups.</li></ul> <p><b>Behaviour &amp; Wellbeing Data</b></p> <ul style="list-style-type: none"><li>• Track any positive changes in attendance, behaviour, or social interaction linked to club participation.</li></ul> |
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|  |   |  | <ul style="list-style-type: none"> <li>Use teacher observations and pastoral records.</li> </ul>  |
| Continue to provide Active Maths opportunities for all year groups | Continuing to provide Active Maths opportunities for all year groups supports cross-curricular learning by combining physical activity with academic development. This approach helps improve engagement, concentration, and retention of mathematical concepts while promoting health and wellbeing. It aligns with the Sports Premium objective of increasing daily physical activity and ensures that all pupils, regardless of ability, benefit from an inclusive and innovative learning experience. | Increasing engagement of all pupils in regular physical activity and sporting activities | <p><b>Lesson Plans &amp; Timetables</b></p> <ul style="list-style-type: none"> <li>Keep records showing Active Maths sessions scheduled across all year groups.</li> <li>Include examples of integrated physical activity in maths lessons.</li> </ul> <p><b>Photographs &amp; Videos</b></p> <ul style="list-style-type: none"> <li>Capture pupils engaging in Active Maths activities.</li> <li>Share these in newsletters, or in classroom displays.</li> </ul> <p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>Collect feedback through surveys or interviews about enjoyment and engagement.</li> <li>Include quotes showing improved confidence and enthusiasm for maths.</li> </ul> <p><b>Teacher Observations</b></p> <ul style="list-style-type: none"> <li>Document improvements in focus, participation, and understanding during Active Maths sessions.</li> <li>Note any positive impact on behaviour and collaboration.</li> </ul> <p><b>Assessment Data</b></p> |



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|  |  |  | <ul style="list-style-type: none"><li>• Compare maths attainment and progress before and after implementing Active Maths.</li><li>• Highlight improvements in problem-solving and mental maths fluency.</li></ul> <p><b>Physical Activity Tracking</b></p> <ul style="list-style-type: none"><li>• Record how Active Maths contributes to pupils’ daily activity levels.</li><li>• Link this to whole-school physical activity targets.</li></ul> <p><b>SEND &amp; Disadvantaged Inclusion</b></p> <ul style="list-style-type: none"><li>• Track participation of SEND and disadvantaged pupils to show accessibility and engagement.</li><li>• Provide evidence of differentiated activities supporting all learner</li></ul> |
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**Aims for the next academic year (2025/2026)**

# 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)



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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  |
|-------------------------|---|--|--|--|
| <b>Plan and monitor</b> | 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   |
| <b>Evaluate</b>         | 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:<br>- Am I involved with games at lunch time - 89% Yes<br>- Do I enjoy lunch time? 97% Yes<br>- Have I joined in with a game with the activity leaders? 100% Yes | Physical Resources - £1000<br><br>CPD for staff - £500<br><br>OPAL - £8000   |

## Your Objective:

Children to participate in sporting events linked to Schools Sports Partnership.

|                  | Intent – what is your objective?   | Implementation - How will you achieve this?  | Impact - What do you hope to see?  | Supporting evidence   |
|------------------|--|--|--|---|
| Plan and monitor | Children to participate in sporting events linked to Schools Sports Partnership. | <ul style="list-style-type: none"> <li>Engage <b>with Schools Sports Partnership</b> to identify a range of events and competitions for pupils.</li> <li>Integrate <b>events into the PE curriculum</b> and extracurricular activities to ensure broad participation.</li> <li>Communicate <b>with parents</b> through letters, newsletters, and digital platforms to encourage involvement and celebrate achievements.</li> <li>Arrange <b>transport and supervision</b> to guarantee safe and accessible participation for all pupils.</li> <li>Track <b>attendance and gather feedback</b> using registers and pupil voice surveys to monitor impact.</li> <li>Share <b>successes</b> via assemblies, newsletters, and social media to promote enthusiasm and inclusivity.</li> </ul> | <ul style="list-style-type: none"> <li>Improved <b>confidence and resilience</b> among children through competitive and cooperative experiences.</li> <li>Enhanced <b>physical activity levels</b>, supporting health and well-being.</li> <li>Development of <b>teamwork and social skills</b>, fostering positive relationships.</li> <li>Greater <b>enthusiasm for sport</b>, leading to sustained engagement in physical activity beyond school.</li> <li>Recognition <b>and celebration of achievements</b>, boosting school pride and motivation.</li> </ul> | <p><b>Positive feedback from pupils and parents</b>, showing enjoyment and value of the opportunities, this will be gathered through pupil and parent voice.</p> <p><b>Increased pupil participation</b> in a variety of sporting events throughout the year, this will be gathered through school's tracking system.</p> <p><b>Sports Premium funding</b> will be allocated to cover transport costs, ensuring every child can access sporting events regardless of financial circumstances.</p> |
|                  | What impact have you seen?   | Are the improvements sustainable? How?   | Supporting evidence  | Approx. cost  |



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| Evaluate |  |  |  |  |

**Your Objective:** Children to participate in inter – trust competitions.

|                         | <b>Intent – what is your objective?</b>                | <b>Implementation - How will you achieve this?</b>   | <b>Impact - What do you hope to see?</b>   | <b>Supporting evidence</b>   |
|-------------------------|--|--|--|--|
| <b>Plan and monitor</b> | Children to participate in inter – trust competitions. | We will achieve this by establishing a clear calendar of inter-trust competitions across the academic year and ensuring all year groups have opportunities to participate. Staff will identify pupils for events based on interest and ability, with a focus on inclusion for SEND and disadvantaged pupils. Transport and logistical arrangements will be planned in advance to remove barriers to participation. PE leads will liaise with trust schools to coordinate events and share best practice. Participation will be monitored through registers, and pupil voice will be gathered to evaluate engagement and enjoyment. | <ul style="list-style-type: none"> <li>• Increased pupil participation in competitive sport across all year groups.</li> <li>• Clear inclusion of SEND and disadvantaged pupils in events.</li> <li>• Improved teamwork, resilience, and sportsmanship demonstrated during competitions.</li> <li>• Greater confidence and motivation to engage in PE and wider school sport.</li> <li>• Higher attendance at sports clubs and trust-wide events.</li> <li>• PE assessment data showing improved application of skills under pressure and decision-making.</li> <li>• Strengthened partnerships across the trust, leading to shared best practice and more opportunities.</li> <li>• Celebration of successes and personal bests in assemblies, newsletters, and displays.</li> <li>• A positive school culture where pupils aspire to be active, healthy, and ambitious.</li> </ul> | <ul style="list-style-type: none"> <li>• Keep attendance registers showing participation by year group and target groups (SEND/disadvantaged).</li> <li>• Collect photos/videos of pupils at events for newsletters and displays.</li> <li>• Display certificates and awards from competitions.</li> <li>• Gather pupil voice through surveys or interviews to show confidence and enjoyment.</li> <li>• Record teacher observations of teamwork, resilience, and sportsmanship.</li> <li>• Use PE assessment data to show skill improvement.</li> <li>• Monitor club attendance before and after competitions.</li> <li>• Collect parent feedback on engagement and confidence.</li> <li>• Keep records of trust collaboration and shared best practice.</li> </ul> |
|                         | <b>What impact have you seen?</b>                      | <b>Are the improvements sustainable? How?</b>  | <b>Supporting evidence</b>   | <b>Approx. cost</b>  |

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|                 |  |  |  |  |
| <b>Evaluate</b> |  |  |  |  |

**Your Objective:** Offer more afterschool clubs/specialist sports coaching during the school day to engage boys and girls to attend, especially those with SEND/disadvantaged.

|                         | <b>Intent – what is your objective?</b>   | <b>Implementation - How will you achieve this?</b>  | <b>Impact - What do you hope to see?</b>  | <b>Supporting evidence</b>  |
|-------------------------|---|---|---|---|
| <b>Plan and monitor</b> | Offer more afterschool clubs/specialist sports coaching during the school day to engage boys and girls to attend, especially those with SEND/disadvantaged. | We will achieve this by increasing the range and frequency of after-school clubs and introducing specialist sports coaching during the school day. Activities will be designed to appeal to both boys and girls, with a strong focus on inclusion for SEND and disadvantaged pupils. A specialist cricket coach will deliver high-quality sessions in school to broaden pupils' experiences and develop specific skills. We will work with external providers to ensure expertise and variety and | <ul style="list-style-type: none"> <li>Increased participation in after-school clubs from boys, girls, SEND, and disadvantaged pupils.</li> <li>Greater engagement and enjoyment in physical activity across all year groups.</li> <li>Improved confidence, social skills, and resilience among pupils attending clubs.</li> <li>Enhanced skill development through specialist coaching (e.g., cricket), leading to higher performance in PE and competitions.</li> </ul> | <ul style="list-style-type: none"> <li>Keep attendance registers showing participation by year group and target groups (SEND/disadvantaged).</li> <li>Collect photos/videos of pupils at events for newsletters and displays.</li> <li>Display certificates and awards from competitions.</li> <li>Gather pupil voice through surveys or interviews to show confidence and enjoyment.</li> <li>Record teacher observations of teamwork, resilience, and sportsmanship.</li> </ul> |

|                 |                                   |   |  |  |
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|                 |                                   | remove barriers to participation by offering free or subsidised places where needed. Attendance will be monitored regularly, and pupil voice will be gathered to ensure clubs meet the interests and needs of all learners. | <ul style="list-style-type: none"> <li>• Reduction in barriers to participation for SEND and disadvantaged pupils through inclusive provision and subsidised places.</li> <li>• Positive feedback from pupils and parents about opportunities and experiences.</li> <li>• Increased uptake of school sports teams and trust-wide competitions as a result of improved skills and confidence.</li> <li>• Contribution to whole-school wellbeing and healthy lifestyle goals.</li> </ul> | <ul style="list-style-type: none"> <li>• Use PE assessment data to show skill improvement.</li> <li>• Monitor club attendance before and after competitions.</li> <li>• Keep records of trust collaboration and shared best practice.</li> </ul> |
|                 | <b>What impact have you seen?</b> | <b>Are the improvements sustainable? How?</b>   | <b>Supporting evidence</b>   | <b>Approx. cost</b>  |
| <b>Evaluate</b> |                                   |   |  |  |

**Your Objective:** Continue to provide Active Maths opportunities for all year groups



|                         | Intent – what is your objective?                                   | Implementation - How will you achieve this?  | Impact - What do you hope to see?  | Supporting evidence  |
|-------------------------|--|--|--|--|
| <b>Plan and monitor</b> | Continue to provide Active Maths opportunities for all year groups | We will achieve this by embedding Active Maths sessions into the curriculum for all year groups and ensuring they are timetabled regularly throughout the academic year. Staff will receive ongoing training and access to high-quality resources that integrate movement with mathematical concepts. Lesson plans will include structured physical activities linked to key maths objectives, and teachers will share best practice during staff meetings. Monitoring will take place through lesson observations and feedback to ensure consistency and impact across all classes. | <ul style="list-style-type: none"> <li>• Increased engagement and enjoyment in maths lessons across all year groups.</li> <li>• Improved concentration and behaviour during lessons due to active learning strategies.</li> <li>• Enhanced understanding and retention of mathematical concepts through movement-based activities.</li> <li>• Greater participation and confidence in maths from SEND and disadvantaged pupils.</li> <li>• Positive feedback from pupils and teachers about Active Maths sessions.</li> <li>• Contribution to pupils' daily physical activity levels, supporting whole-school health and wellbeing goals.</li> <li>• Evidence of improved attainment and progress in maths assessments over time.</li> <li>• Development of collaborative skills as pupils work together during active tasks.</li> </ul> | <ul style="list-style-type: none"> <li>• Collect photos/videos of pupils at events for newsletters and displays.</li> <li>• Gather pupil voice through surveys or interviews to show confidence and enjoyment.</li> <li>• Record teacher observations of teamwork, resilience, and sportsmanship.</li> </ul> |

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|          |                            |  |                     |              |
|          |                            |  |                     |              |
|          | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate |                            |  |                     |              |

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Your Objective:

|  |                                  |   |                                   |                     |
|--|----------------------------------|---|-----------------------------------|---------------------|
|  | Intent – what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|--|----------------------------------|---|-----------------------------------|---------------------|

|                  |                            |  |                     |              |
|------------------|----------------------------|--|---------------------|--------------|
|                  |                            |  |                     |              |
| Plan and monitor |                            |  |                     |              |
|                  | What impact have you seen? | Are the improvements sustainable? How? | Supporting evidence | Approx. cost |
| Evaluate         |                            |  |                     |              |

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