

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

Commissioned by



Department
for Education

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Review of the last academic year (2025/2026)



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

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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	73% children were able to swim a minimum of 25m Teacher assessment	Engagement
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	46% children were able to use a range of strokes effectively Teacher assessment	
3. Perform safe self-rescue in different water-based situations	60% children were able to perform safe rescue procedures. Children were able to carry self-rescue skills into other lessons such as PSHE. Skills were also delivered to whole school in Summer term as reminder for safety over summer holidays	

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Teachers attended cricket and RISE gymnastics training: Increasing confidence and knowledge to teach, as well as gaining new ideas for lessons. Teachers have good quality equipment and know what is available to them.	Curriculum needs reviewing to ensure that it is up to date and engaging. This will be a priority next year to help with staff confidence too. Lessons were not always carried out to their full potential due to weather/ location problems, especially in winter months.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Leadership days for year 5 and 6 increased self confidence Sports coach worked with yr 5 and 6 to develop skills of leadership Lunchtime staff promote whole school participation in activities (skipping / dancing) Updated lunchtime resources High engagement in after school clubs and competitions for all ages	Use of outdoor areas (pond / woodland area)

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Children are actively engaged in sports both in and out of school. Pupil voice supports this. Wide range of extra curricular offerings in place PE resources easily accessible Children have represented a range of sporting health and well being events	Unity Cross Country take up wasn't as well attended. Whole school approaches for events happening in the wider community (linking to EURO's, World Cups etc)
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	Children have been engaged in a wide range of experiences from Maypole Dancing and Gymnastics to Football and Netball. Year 6 girls taken part in 'Strong Girls Can' to help promote females and their confidence in sport. Children have taken part in more 'taster' events.	After school clubs and use of the MUGA in the Winter months Not as much to offer to children with SEND- make this a priority for 25/26 academic year.
5. Increasing participation in competitive sport	High percentage of children taking part in sporting events Representing list shows wide range of events and a large percentage of children across school having attended events.	Offer a wider variety of events so that it appeals to a wider range of children, including SEND and PP. Less opportunities for KS1 and EYFS children, in school or competitive competitions.

Aims for the next academic year (2025/2026)



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

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Swimming not able to be completed due to issues with pool.	Students not able to take part due to issues with pool
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	
3. Perform safe self-rescue in different water-based situations	N/A	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Ensure that all children have basic physical activity skills by the end of EYFS	So that children feel confident to take full advantage of sports activity and clubs on offer at the school	Development of gross motor skills	Smart moves data shows children making progress High level of children able to pedal bike independently by the end of EYFS
Children's mental and emotional needs are better understood – leading to increased physical health	Attendance maximized Children confident to attend sporting events	Girls confidence Attendance	Attendance remains strong Good pupil voice feedback Strong Girls can training
Increase opportunities for children to partake in out of school activities	Increase resilience Improve sporting skills Offer greater opportunities for a wider range of sports	Team sports	Representing register demonstrates a greater number of children have represented the school

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:

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

Your objective: Provide staff training to ensure all staff are confident in the teaching of PE.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Focus on staff training ensuring all staff are confident to enjoy teaching High Quality Physical Education	Engage with training provided by local area. Look in to new curriculum to find more engaging ideas that are more modern and inclusive to all groups of children. Subject leader to carry out observations.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Staff will therefore be able to deliver engaging lessons, promoting enjoyment in physical activity to children.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff seem to be engaging well with new PE scheme of work (Twinkl). Those who are not as confident have sought support and received more in-depth guidance.	Yes- with same scheme being used each year, staff are able to become more comfortable with teaching lessons they have taught before. PE lead on hand to speak to whenever necessary. Observations are not as sustainable to carry out, due to staff shortages and cover being available in class.	Staff surveys and feedback on new scheme. Children's engagement in lessons seems positive	

Your objective: Develop subject leader knowledge and participation in sporting events.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop subject leader knowledge and participation in organised sporting events.	Training through sports partnership Self led learning Pairing with other schools Observe lessons to help build knowledge of coverage and progression through school	Develop the leadership and strategic capacity of the PE subject leader, enhancing their ability to plan, deliver, and evaluate high-quality physical education. It will also strengthen the school's wider curriculum offer, promoting pupil engagement, wellbeing, and achievement through increased access to competitive and inclusive sporting events. Lesson observations to show progression through school.	Professional development records show the PE subject leader has enhanced their expertise, leading to improved curriculum delivery and pupil outcomes. Participation in organised sporting events is evidenced through increased pupil engagement, team achievements, and wider community involvement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Subject leader has engaged in more organised sporting events and training, leading to developed confidence and understanding of events. More events have been shared with other schools, building networks for future events.	Subject leader able to feed back training to staff, and use ideas from training in lessons. Pairings with other schools have lead to building networks that can be used for future planning of events. More lesson observations needed to ensure coverage/ progression is happening across school.	Improved curriculum delivery Improved curriculum understanding and coverage Increased pupil engagement over several sporting events- targeting groups of children who would not usually engage.	HBSPAN membership- £1,000 annual cost. Support staff cost (for attending events)- £50

Your objective: Develop lunchtime play whilst promoting inclusivity.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Develop lunchtime play provision to increase activity for lesser active groups of children, as well as those with SEND.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Lunch 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.	Participation and engagement will be increased amongst less active pupils, leading to an increase in confidence in physical activities.	Pupil voice data surveys and school council discussions. 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 (Complete in July)	-Wider range of activities being offered at lunch-increased engagement and enjoyment from wider range of children. -Increased self-confidence & leadership skills developed in Y6 leaders Y5 Hufflepuff leaders -Review/update lunchtime resources -Outdoor learning area has been created to support children- this has had a huge benefit on SEND children especially	Year 6 children are being supported in creating games and activities by subject leader. This then works well as leaders provide the activities for the children and less engaged groups of children. Timetable been created so all children can access the outdoor learning area. This will remain sustainable as a part of PPA cover for each class. Adults have been able to observe the playground activities and suggest alternative ideas for children to engage with.	-Increased participation -More confidence shown (some children taking on a more leadership role, who would normally be less confident.)	£1,287 coaching fees for lunch clubs £1,228.80 lunch club staffing £1804.80 lunch club to help with outdoor learning £1,542 smart moves for EYFS £600- Leadership days for Y6

Your objective: Expand enrichment and extra-curricular opportunities for all children.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Establish inter-house competitions within school on a termly basis, to promote team work and participation.	Lunchtime competitions Goals set to be achieved linking to nationwide events (walk to school week) In class challenges	Greater participation from all children across physical activity. Building relationships with the local community when taking part in nationwide initiatives. Greater enjoyment in physical activity Recognition of events happening in the wider community (sporting competitions e.g. world cups)	Student voice Teacher voice Parent voice Certificates Team achievements
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Extra-curricular activities have been engaged with, by a wide range of children, in sporting competitions as well as more recreational standards. Need to work on creating more inter-house activities across school as was not able to get this up and running due to lack of time for planning Access to outdoor learning area has shown a positive impact on children.	More inter-house competitions to be introduced next year, with support from Year 6 children. This will be sustainable once it has been established. Access to outdoor learning area is a sustainable improvement, due to same member of staff running sessions, after receiving training.	Lack of evidence available due to activities not being able to be carried out successfully. All classes being a part of a timetable for outdoor learning across academic year.	Bikeability Level 1- £540 Bikeability Level 2- £2,160 Road safety- £216

Your objective: Promote physical fitness and wellbeing.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Children to improve their self-confidence and self-image.	Introduce a consistent whole-school fitness initiative (e.g., Daily Mile or active breaktimes) with all classes participating weekly Implement wellbeing activities (e.g., yoga, mindfulness, movement breaks) to support pupils' physical and mental health. Positive chats to be had with children, encouraging positivity. Positive affirmations could be introduced in class.	Increased coping strategies, improved emotional awareness, and reduced stress.	Pupil voice Observations of children
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Movement breaks been taken across all year groups, as transitioning from one lesson to others. SEN children also have more frequent movement breaks outside. Sports leaders run different activities at lunchtimes that is accessible for all children. Positivity ambassadors in Yr 5 and 6- give techniques to children who are struggling at breaktimes and need support, as well as improving their own self image and confidence.	Children are seen to be more positive following these sessions, however due to lack of staffing, these sessions are not always able to be run.	Larger uptake in Positivity Ambassadors Larger uptake in sporting activities Larger uptake in Year 6 children wanting to be sports leaders.	£600- boys banter, bravado and bravery £360- Strong girls can programme £540- sporting character programme Positivity ambassadors- £200

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