



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



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Review of the last academic year (2024/2025)



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<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	Extended swimming access has improved confidence and reduced anxiety. We saw more pupils happy to go into the water when compared with last year and more pupils making good progress. 78% pupils in Year 6 are now water able, with those pupils being able to also access training in water safety and rescue through the school's offer.	Not all Y6 pupils are competent. We hope that this will improve as swimming embeds through the school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	More pupils in Year 4 and 5 who did not pass last year (our target is pupils to pass in Year 3), have now also had booster sessions and are making better progress towards the target.	
3. Perform safe self-rescue in different water-based situations	This is taught as part of our water training for all Year 6 pupils.	Wider curriculum teaching around water safety. This will be reflected in changes to our PSHE curriculum, being designed from this year.

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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?
<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 report increased confidence and competence in delivering a broader range of PE activities, supported by the consistent use of the Get Set 4 PE scheme, which is now securely embedded within planning. The coaching model has been effective in building sustainable staff capacity, particularly for less experienced colleagues. However, some variability in confidence remains, and a number of staff have identified a need for further targeted support. This has been noted and will inform next year's CPD provision.</p> <p>Staff report that pupils are making good progress in PE, with fewer barriers to participation. There is increased inclusion, with more pupils able to access learning alongside their peers and engage successfully in lessons.</p> <p>The subject leader has developed greater confidence in leading PE, drawing on engagement with cluster meetings and professional development opportunities. This has strengthened strategic oversight of provision and enabled more effective curriculum planning, including the successful enhancement of provision during events such as Sports Week.</p>	<p>Despite improvements, staff confidence remains inconsistent across the school, with some colleagues still requiring additional support. Limited staff capacity and competing priorities meant that not all staff were able to fully engage with coaching opportunities or CPD and some are at very different points in their career, with ECT or trainee teachers needing further support. This is reflected in staff voice feedback and variability seen during lesson observations.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>There was a clear increase in pupil engagement in regular physical activity across the school. The introduction and consistent use of active learning strategies, including short movement and sensory breaks such as drumming to music and participation in the Daily Mile, led to improved focus and engagement in lessons. Teachers reported that pupils were more ready to learn following these structured activity breaks, and this was evident during monitoring and learning walks.</p> <p>The reintroduction of zoned play at break and lunchtime, supported by targeted staff training, ensured a greater proportion of pupils were actively engaged in purposeful physical activity. This approach contributed to a noticeable reduction in incidents and accidents during unstructured times, as recorded in behaviour and incident logs.</p> <p>In addition, the deployment of a sports coach to support less experienced staff improved the quality of PE teaching. Staff confidence increased, lessons were more effectively structured, and pupils made good progress in developing skills and participation levels, as evidenced through lesson observations, pupil voice, and assessment records.</p> <p>Evidence includes: lesson observations and learning walk records, pupil voice feedback, behaviour and incident logs, staff training records, and PE assessment data.</p>	<p>While engagement in physical activity improved, competing curriculum demands made it difficult for all staff to consistently prioritise and embed regular movement breaks throughout the day. In some classes, these opportunities were reduced during periods of increased academic pressure.</p> <p>In addition, there was limited capacity to systematically record, monitor, and evaluate the impact of these initiatives on pupil outcomes. As a result, while informal feedback and observations indicate improved engagement, there is less robust quantitative evidence to demonstrate impact over time. This is reflected in monitoring records and staff feedback, which highlight inconsistencies in both implementation and evaluation.</p>

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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The extension of swimming provision has had a significant positive impact on pupil confidence and engagement. More pupils were willing to enter the water compared to the previous year, with reduced anxiety observed and improved progress overall. By the end of Year 6, 78% of pupils are now water confident, with many also accessing additional training in water safety and rescue skills through the school's enhanced offer.</p> <p>Targeted swimming booster sessions for pupils in Years 4 and 5 who had not previously met the expected standard (with the school's target being achievement by Year 3) have supported accelerated progress. These pupils are now making measurable gains towards reaching the expected standard.</p> <p>This increased focus on swimming has raised the profile of PE across the school, contributing to improved pupil confidence, resilience, and participation in physical activity.</p>	<p>Although swimming provision was strengthened, the extended programme required significant staffing and timetable adjustments, placing pressure on available staff.</p> <p>Capacity constraints limited opportunities to further widen whole-school initiatives linked to PE (e.g. additional events or enrichment activities). Evidence includes staff feedback and challenges in timetable organisation.</p>
<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>The introduction of an active learning model in Year 1 has had a positive impact on pupil engagement, focus, and readiness to learn. Compared with the same point last year, pupils are demonstrating an increased ability to write at length, supported in part by improved fine and gross motor skills and dexterity developed through physical activity.</p> <p>Across the school, pupils demonstrate improved coordination and confidence, and staff have developed a greater awareness of pupils' physical development needs, allowing for more responsive teaching approaches.</p> <p>Participation in girls' sport has increased through the successful implementation of a girls' football club, which has averaged 15 pupils attending each week. This led to further pupil voice-driven improvements, including designated opportunities for girls to access football during break and lunchtime when previously they felt less able to participate. The school also entered a girls' team into the local Aspire and Develop competition, where pupils achieved success, winning a number of matches.</p> <p>Forest School provision has further enhanced inclusivity and engagement, particularly for targeted pupils. These sessions have supported enjoyment, wellbeing, and improved access to learning. The flexibility of provision has enabled some pupils to access learning at alternative times of the day, better meeting sensory and individual needs.</p>	<p>While provision broadened, sustaining clubs, targeted interventions, and inclusive opportunities required considerable staff time. Limited staffing meant that some clubs and activities could not be extended further or offered more frequently.</p> <p>There were also constraints in supervising equitable access during unstructured times (e.g. break/lunch), despite improvements made as well as the idea we could be using more of the school area for pupils to access outdoor learning opportunities, as highlighted through pupil voice and staff feedback.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Participation in competitive sport has increased across all year groups, with pupils accessing a broader range of inter-school events. The school is working towards achieving at least the Gold School Games Mark in recognition of this enhanced provision.</p> <p>The school has demonstrated inclusive practice by entering multiple teams in several events, ensuring opportunities for pupils with a wide range of abilities to participate in competitive sport. This has contributed to increased pupil confidence, resilience, and teamwork skills, as observed during events and reflected in pupil feedback.</p> <p>Notable success includes the boys' team winning the local Aspire and Develop league. Alongside these achievements, the school has strengthened links with local schools, further enriching opportunities for competition and collaboration.</p>	<p>Participation increased; however, staffing limitations restricted the number of events the school could attend and the frequency of opportunities offered. Attending competitions often required staff to be released from class responsibilities, which was not always feasible. This is evidenced by missed opportunities for additional fixtures and reliance on a small number of staff to support events.</p>

Aims for the next academic year (2025/2026)



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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	<p>Develop staff expertise and confidence in delivering high-quality PE through a targeted coaching model. Focus on supporting Early Career Teachers (ECTs) to structure and deliver effective lessons, Upper Key Stage 2 teachers to extend and challenge more able pupils, and support staff to effectively include and scaffold learning for pupils with SEND.</p>	<p>Refocus the role of the sports coach to prioritise in-class support rather than leading provision independently. Coaching to include:</p> <ul style="list-style-type: none"> • Team teaching and modelling high-quality PE lessons • Targeted support for ECTs on lesson structure, progression and assessment • Support for UKS2 teachers to develop challenge and depth within lessons • Modelling for support staff on effective strategies to support pupils with SEND • Use of Get Set 4 PE to ensure consistency in planning and progression <p>Provision has been intentionally changed from previous years to allow a sharper focus on staff development and sustainable practice.</p>	<p>Increased staff confidence and competence in delivering PE, leading to more consistently high-quality lessons across the school. Improved ability of teachers to structure lessons, differentiate effectively, and provide appropriate challenge, particularly in UKS2.</p> <p>Support staff will demonstrate greater confidence in supporting pupils with SEND, leading to increased inclusion and participation. Over time, this will result in improved pupil progress and engagement in PE.</p>	<p>Staff voice (surveys and feedback), lesson observations and learning walks, PE planning scrutiny</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>Staff, particularly ECTs, report increased confidence in structuring PE lessons and delivering a broader range of activities. UKS2 teachers are increasingly able to provide greater challenge, with pupils demonstrating improved skill development and application.</p> <p>Support staff are more effective in facilitating inclusion, with more pupils with SEND able to participate meaningfully alongside peers. There is greater consistency in lesson quality across the school.</p>	<p>The shift to a coaching and modelling approach has begun to build internal capacity, reducing reliance on external delivery.</p> <p>Continued focus on targeted CPD and mentoring will embed these improvements.</p> <p>Further opportunities for staff to observe and team teach will support sustainability, alongside ongoing use of a structured scheme (Get Set 4 PE).</p>	<p>Lesson observation reflection showing improved consistency, staff feedback indicating increased confidence, SEND pupil participation data, and evidence from Progress Check meetings showing improved progress across year groups.</p>	<p>Sports coach provision (focused deployment) – £5,500</p> <p>CPD and release time for staff – £650</p>

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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	Develop and widen the school's sports provision by introducing a broader range of activities that pupils would not otherwise be able to access. Ensure equal access to high-quality extra-curricular sport for all pupils, regardless of background, through the provision of free after-school clubs.	<p>Introduce new and engaging sports into both curriculum and extra-curricular provision, including:</p> <ul style="list-style-type: none"> • Completion of British Fencing coaching qualification to enable delivery of fencing within PE lessons and clubs • Introduction of Slam Jam basketball to broaden team sport opportunities • Fund additional support staff to deliver a wider range of after-school sports clubs, ensuring these are offered free of charge to remove financial barriers. This will include: <ul style="list-style-type: none"> • At least five additional after-school clubs per week • A variety of sports to appeal to different interests and abilities • Targeted encouragement for pupils less likely to engage in physical activity <p>Provision will be carefully planned to ensure sustainability and consistency, while widening participation and opportunity.</p>	<p>Increased participation in a broader range of sports across the school, with more pupils engaging in extra-curricular activity. Pupils will develop new skills, confidence, and enjoyment through exposure to less traditional sports such as fencing and basketball.</p> <p>Greater inclusion and equality of access, with disadvantaged pupils and those less likely to attend clubs able to participate fully due to the removal of cost barriers. Increased engagement and positive attitudes towards physical activity across the school.</p>	Registers for clubs, pupil voice, range of sports offered, participation data (including disadvantaged pupils), and feedback from staff and pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	There has been an increase in the number of pupils participating in extra-curricular sport, with a wider range of activities available than in previous years. New sports such as fencing and basketball have been well received, with pupils demonstrating enthusiasm and engagement. The introduction of additional free clubs has supported greater inclusion, with increased participation from pupils who may not previously have accessed after-school provision.	<p>Training staff (e.g. fencing qualification) has built internal capacity, allowing the school to continue offering these sports without reliance on external providers.</p> <p>The use of support staff to run clubs provides a scalable model; however, careful consideration of staffing capacity and workload will be required to sustain and potentially expand provision. This has now been planned into the school budget for the coming year.</p>	Club attendance registers, pupil voice surveys, and range of clubs offered across the year, and participation data showing increased uptake, particularly among targeted groups.	British Fencing training and membership – £,1650 Additional Fencing equipment – £510 Slam Jam basketball resources/training – £200 Additional staffing for clubs – £2,701

Aims for the next academic year (2025/2026)



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<p>Increase participation in intra-school and inter-school competitive sport by removing barriers to transport. Ensure greater access to competitions for all pupils, including girls and pupils with SEND, by enabling more flexible and cost-effective travel arrangements.</p>	<p>Fund the training of two members of staff to complete minibus driver assessments, allowing the school to use its own transport rather than relying on external coach hire.</p> <p>This will:</p> <ul style="list-style-type: none"> • Increase the number and range of competitions pupils can attend • Enable multiple teams to attend events where appropriate • Support targeted inclusion of pupils with SEND and underrepresented groups (e.g. girls' football) • Allow more responsive and flexible participation in local School Games events • Ensure each class has access to at least one competitive or festival-style opportunity across the year <p>This approach reduces reliance on external providers and addresses the prohibitive cost of hiring coaches.</p>	<p>An increase in the number of pupils participating in competitive sport across all year groups. More inclusive participation, with increased representation of girls and pupils with SEND.</p> <p>Enhanced pupil confidence, teamwork, and enjoyment of competition. Achievement of a high-level School Games Mark through breadth and inclusivity of provision.</p> <p>Less burden on staff due to the ability to work in-house to complete tasks.</p>	<p>Participation records across events, registers for competitions, School Games Mark criteria and submission, pupil voice, staff feedback, and records of SEND and girls' participation in competitive opportunities.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>There has been a clear increase in participation in competitive sport, with all year groups accessing a wider range of events throughout the year. The ability to transport pupils more flexibly has enabled the school to attend more competitions and, in some cases, enter multiple teams.</p>	<p>Training multiple staff members as minibus drivers provides a sustainable and cost-effective model for future years. This reduces ongoing transport costs and reliance on external providers.</p> <p>Continued timetabling and staff allocation will be needed to ensure availability for events, but the approach is now embedded and scalable.</p>	<p>School Games Mark evidence submission, competition registers, records of number of events attended and teams entered, pupil voice, and targeted participation data (girls and SEND pupils).</p>	<p>Minibus driver training (full DVLA assessment) – £1995</p> <p>Vehicle Hire - £495</p>

Aims for the next academic year (2025/2026)



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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	Increase the use of the school site to enhance outdoor learning opportunities, supporting pupils' physical development, wellbeing, and engagement. Develop staff confidence in delivering outdoor learning and expand provision to include structured and unstructured opportunities.	<p>Work with a Learning Through Landscapes coach to provide targeted support for teachers, support staff, and lunchtime supervisors to build confidence and expertise in delivering outdoor learning. This will include:</p> <ul style="list-style-type: none"> • Modelling and team teaching of outdoor learning sessions • Staff CPD focused on integrating outdoor learning into the curriculum • Support for lunchtime staff to facilitate active, purposeful outdoor play • Invest in equipment and resources, including outdoor learning materials, wellies, and waterproof clothing, to ensure all pupils can access the field and Forest School areas throughout the year. <p>Develop a designated school garden area to provide additional structured outdoor learning opportunities. This will support pupils in developing motor skills through hands-on activities such as planting, digging, and maintaining the space.</p>	<p>Increased staff confidence in planning and delivering outdoor learning, leading to more frequent and effective use of the school grounds. Greater pupil participation in outdoor activities during both curriculum time and lunchtimes, regardless of weather conditions or barriers to access.</p> <p>Pupils will demonstrate improved physical development, coordination, and wellbeing, alongside enhanced engagement in learning. The school garden will provide meaningful opportunities for skill development, responsibility, and connection to the environment, contributing to both physical and broader curriculum outcomes.</p>	<p>Staff voice and CPD records, learning walk observations, timetabling of outdoor learning sessions, pupil voice, records of Forest School and garden use, and evidence of increased participation during lunchtimes.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>Staff report increased confidence in using outdoor spaces for learning, supported by coaching and modelling. There has been greater use of the field and</p> <p>Forest School areas across the school day, with more pupils actively engaged during lunchtimes. The introduction of the school garden has provided additional opportunities for pupils to develop practical skills, with noticeable improvements in coordination, engagement, and enthusiasm, particularly among targeted groups.</p> <p>Outdoor learning is now planned for each lunchtime and within each foundation subject.</p>	<p>The focus on staff development has begun to embed outdoor learning within everyday practice, making it less reliant on external support over time. Investment in equipment and clothing ensures continued access throughout the year.</p> <p>The school garden provides a permanent resource that can be used across multiple year groups and subjects, supporting long-term sustainability.</p>	<p>Learning walk records, staff feedback, pupil voice, outdoor provision timetables, and observational evidence of increased participation and skill development.</p>	<p>Learning Through Landscapes coaching – £1646 Outdoor equipment, wellies, waterproofs – £420 School garden development (materials, tools, plants) – £2033</p>