



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



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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	38% Group worked with same coach to build confidence and build on weekly progression of skills.	30% of cohort were non-swimmers who needed to build confidence in the water. They achieved 5m over the 6 week block.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	34% Group worked with same coach to build confidence and and build on weekly progression of skills.	Reported progress on competence swimming a range of strokes less clearly reported by coaches.
3. Perform safe self-rescue in different water-based situations	34% Target group identified and swimming coach instructed and developed a range of self-rescue skills. Reported progress much clearer on self-rescue skills achieved.	30% of cohort were non-swimmers who achieved swimming unaided 5m over the 6 week block.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
CPD health and safety course for ECT	New member of staff requires training in health and safety in teaching gymnastics.	Finding local courses	Ask SGO for advice. Staff have lack of confidence in teaching forward rolls, cartwheels safely.
Engage more girls in physical activity	After school club attendance by girls is low	Pupil voice survey	Boys participation is much higher.
Increase participation of inactive pupils in lessons.	Children opt out of joining in pe lessons	Pupil voice survey - find other areas where physical activity can be used to engage learners.	lesson observations and staff feedback.
Raise profile of physical activity and enjoyment of being physically active	Inspire and motivate pupils	Invite a motivational speaker	Book an Olympic athlete visit
Add text here	Add text here	Add text here	Add text here

Your objective: 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To support ECT training and get current guidance for staff teaching gymnastics skills.	Staff CPD on health and safety in gymnastics. Ask SGO about forthcoming courses. Course to be held in Summer 2.	Staff have the skills and confidence in how to build up the necessary steps to teaching specific gymnastic movements such as rolls and cartwheels and how to deliver this safely.	ECT and one other member of staff to attend a one day course. Conduct lesson observations to observe implementation of how to develop the steps of progression.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff confidence increased - knowing ways to deliver the progression steps and how to organise the class for safe management of the lesson was key to this. Practical elements of the course aided this.	Feedback from the course to be shared at a staff meeting and with paired colleagues. Resources shared. Teachers to be shown how hall space and apparatus can be utilised for safe delivery of lessons and also, show how to safely put out and put away new wall bars and/or ropes. Children taught a school method for getting out/putting away apparatus.	Gymnastics lessons to be observed and delivery of the units in the autumn term to see that apparatus is being moved safely. Meeting with staff to discuss any safety issues they may have with delivering gymnastics lessons and managing safe delivery of key gymnastic skills or adaptations that can be implemented.	CPD for staff- £150

Your objective: 2. Increasing engagement of all pupils in regular physical activity and sporting activities



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase engagement in regular physical exercise by developing lunchtime play provision and to increase activity for least active groups.	Develop play leaders trained in autumn to run games and activities during lunchtime on playground or field. Midday supervisor training develop their understanding of games and play - resources shared. Range of equipment available. Pupil voice survey to understand pupils wants and needs. Lunchtime Football coach to work with different year groups.	A confident and competent group of Y6 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. A happier, more active playground that meets the needs of all pupils especially SEND and girls. After lunchtime, behaviour calmer when returning from playing football.	Pupil voice data through termly surveys and 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	Play leaders are leading a range of activities and Midday supervisors have grown in confidence and are becoming 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 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.	To develop this further next year, play leaders to actively seek children that are not engaged in physical activity during lunch times. Training for new play leaders and bringing new leaders into the group to bring new ideas.. Continued training with midday supervisors. 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?	Meetings and the end of year survey have shown most play leaders feel positive and enjoy making a difference for others. There was some drop-off of play leaders in last half of summer term Informal interviews were conducted and 75% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. Importance of having rules and team agreeing to follow rules via a referee has enabled calmer football games, although some flare ups still occur.	Maths Active - £400 Scrap pod equipment - £850 Lunchtime Club - £5,000 Resources - £200

Your objective: 3. Raising the profile of PE and sport across the school, to support whole school improvement



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Invite external visitor to raise the profile of a sport, eg ProShoot football or an Olympic athlete. Take part in National Skipping Day.	Contact 'Great Athletes' or ProShoot to find out what they offer and what is involved in this fundraising activity. Promote the day beforehand. Hand out skipping challenge cards to teachers. Order more skipping ropes.	Children will be excited and want to raise money and show enthusiasm for the fitness circuit. There will be a higher take-up for Bikeability. Having an elite athlete visit will spark ambition, show how building resilience is important and link classroom learning to exciting STEM careers. Skipping at playtimes	Pupil voice data, asking children informally. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The school visit from an Olympic cyclist boosted pupil motivation and promoted more active travel to school by scooter or cycle in the spring/summer term. Higher number of girls and boys skipping at break times.	We can continue to promote Bikeability take up in Y5 as they now can provide a cycle for pupils who do not own one. Make sure that play leaders box has ropes and playground box topped up for September.	78% of Y5 did Bikeability in April 2026 compared with 64% in April 2025. Teacher feedback from follow-up class discussions was very positive regarding how important resilience is; to not give up when challenges need to be faced. "It was really interesting how she didn't let a bad injury stop her trying at the next major championship." "I was surprised by how heavy the medals were."	Ropes £50

Your objective: *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*



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To offer a variety of afterschool clubs. To develop 4-square at playtimes by agreeing rules for fair play. Curriculum to offer a broader variety of games.	Pupil voice survey to ascertain which clubs to offer for lower and upper juniors. Share the rules in a school assembly. School council could carry out a school survey.	An increase in girl attending clubs based on their suggestion. A multi-sport approach prevents early burnout, improves overall athleticism, and boosts inclusivity by appealing to individuals who may not enjoy traditional team sports	Monitor club attendances. Observation at playtimes and lunchtimes - feedback from school council interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Engagement surveys and physical literacy outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Club attendance is mainly boys (80%) ,girls (20%). Boys take-up of 4-square very popular. Girls not often seen participating as boys get to courts more quickly.	Club choices based on pupil voice survey. Would more attend if girls-only sessions to boost confidence? Display female role models in display board. Rules referred to, but need regular revisiting to avoid disappointment. Next year, mark on a 4-square court for girls or mixed play. 4-square balls get flat very quickly and get lost.	Low girl take up of after-school club, even when their choice. Informal interviews conducted indicated 78% of boys were happy to follow the rules. Importance of having rules and players referring to them to settle disagreements observed at break times.	Spordas Super-safe balls- set of 6 -£40 £6,000

Your objective: 5. Increasing participation in competitive sport



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase participation in competitive sports, one after school club is funded to lower financial barriers. Increase intra- school competitions.	House competitions held at end of games units. Enter School Games Events termly. Sports Day in Summer points added to end of year total. Every child taking part, and points gained for every position in events.	Enthusiasm and engagement. Taking part in competitive sport during Key Stage 2 will provide physical, social, and emotional benefits.	After school clubs have been full, although mainly boys attended. Ruby won a closely contested end of year House competition. School teams represented the school in invasion games.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	SEND pupils have been joining in these lessons and modelling for peers how to carry out a skill- this was good for their confidence and self-esteem.	Class cover during the day was difficult to provide due to staff absences. Limited spaces/ number of entries allowed, so didn't always get entry in on time.	Children observed participating enthusiastically and demonstrating teamwork. "I enjoyed the competitiveness in the game because I'm not good at my lessons, but I really love sports."	£500