

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

Commissioned by



Department
for Education

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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.	34% of our current Yr.6 cohort can swim 25m unaided	Attendance issues, limited pool time, and the varying starting points of pupils meant that some children did not receive sufficient practice and instruction to meet the end-of-Key Stage expectations. Many of our pupils have no, or very little, experience of being in a pool prior to commencing school lessons
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	34% of the current Yr.6 cohort can swim 25m unaided using a range of strokes	
3. Perform safe self-rescue in different water-based situations	38% of the cohort can perform self-rescue in water-based activities.	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Provide a wide range of free extra curricular clubs for all children to access.	Extra-curricular sports clubs support pupil learning by giving them opportunities to develop skills that they are taught in curricular PE. Clubs are also important spaces for all children, regardless of ability or socio-economic background, to develop social skills, resilience and teamwork. These, we believe, are the building blocks for effective learners.	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Club registers Clubs timetable Achieved Schools Partnership gold Award. KS2 access to free coaching for Martial Arts. Dance Club Y1 –Y6
Develop staff confidence and competence in the delivery of curriculum PE.	Ensure quality-first teaching across all year groups so that children continue to access a PE curriculum which is accessible to all and well taught.	<i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	CPD logs Staff meeting Effective P.E delivery OFSTED
Provide a wide range of pupils with opportunities to represent school in inter-school sports fixtures.	Provide as many pupils as possible, including those who are SEND, with the opportunity to partake in competitive sport against schools in their local area.	<i>Increasing participation in competitive sport</i>	Parental consent letters School newsletter Fixture records Certificates and medals

Increasing the engagement of all pupils with a particular focus on pupils with Special Educational Needs and Disabilities (SEND).



	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 targeted emotional regulation interventions using movement and physical activity to support health, wellbeing and learning.	- Class sessions of 'mindful movements' delivered across school. - Inclusive PE equipment and sensory resources to support self-regulation - Staff professional development on trauma-informed and inclusive approaches to support emotional regulation within PE. - Adapted PE provision to meet individual sensory and emotional needs.	- Increasing confidence and self-esteem; - reducing anxiety and increased participation in physical activity for all pupils. - Promoting positive relationships with peers, especially for those this SEND. - developing a stronger sense of belonging and inclusion;	- Service agreement - Pupil voice - Resources in place. - Invoices.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- use of self-regulation strategies such as movement breaks, breathing techniques, sensory equipment and structured routines. - Pupils coping with challenge, competition and change in a positive way; - Pupils learning to manage frustration and disappointment more appropriately during games and physical activities; - Developing resilience by persevering when tasks become difficult.	- School staff have engaged in sessions and can cascade techniques. - Resources purchased support physical engagement for pupils with more significant SEND/emotional needs.	- Resources in place. - Invoices. - Staff voices	£2,500

Increase involvement with active playgrounds



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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)	Provide opportunity and resources for all children to be active for 60 minutes each day within school time.	Ensure that children are as active as possible during break and lunchtimes by providing a range of equipment and high-quality spaces for them to engage in sport and physical activity during their break periods. - Introduced structured playground activity zones with a range of equipment. - Purchased playground resources to promote inclusive and active play. - Trained playground leaders to organise games and encourage participation. - Introduced rotations to maintain engagement throughout the year.	- Increasing engagement of all pupils in regular physical activity and sporting activities - Pupils have significantly increased their levels of physical activity during breaktimes. - A wider range of pupils, including less active children, are regularly participating in organised activities.	- Equipment invoices - Pupil Voice - School Council
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Pupil voice indicates increased enjoyment of playtimes and greater confidence in joining games. - Staff have reported improved behaviour and greater engagement during unstructured times.	- Equipment has been replenished to ensure long-term use. - Playground leaders will be role-models for new leaders each year.	Invoices Stock in school	£3,500

Offer a broader and more equal experience of a range of sports and physical activities to all pupils



	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 provide all pupils with access to a broader range of high-quality physical activities that meet their diverse needs and interests - Ensuring equality of opportunity and widen opportunities to create positive experience, success and enjoyment.	- Outdoor and adventurous learning experiences that developed teamwork, resilience and problem-solving skills. - Opportunities to try new sports and activities – raft building, indoor climbing, football tricks, quidditch.	- Participation in outdoor learning and alternative physical activities. - Enthusiasm, enjoyment and inspiration.	- CPD record - Staff feedback forms - Pupil feedback forms - Positive pupil voice demonstrating increased enjoyment and confidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff and pupil feedback show is very positive with memorable experiences and positive attitudes to physical activity.	- Pupils introduced to local amenities and can access further. - School hopes to continue with this – funding dependent.	- Photographs - Invoices - Consent letters - Pupil/staff voice.	£4,000

Improve the quality of P.E. teaching and engagement in lessons.



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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)	Ensure high quality of physical education across the school, ensuring that all pupils, including disadvantaged pupils, have access to high-quality PE, sport and physical activity.	- Use of a progressive Scheme of Work (SOW) that provides clear progression in knowledge, skills and assessment across all year groups. - Purchase high-quality PE resources and equipment that enable staff to deliver engaging, inclusive and well-structured lessons. - Provide high-quality Continuing Professional Development (CPD) for teaching staff. - Invest in additional equipment and kit to ensure disadvantaged pupils can fully participate in all PE lessons, school sport and physical activities without barriers.	- Create an inclusive PE curriculum where every child has the opportunity to experience success, develop physical competence and build confidence. - CPD for teaching staff to improve subject knowledge, confidence and the quality of PE teaching.	Pupil/staff voice. Funding has supported the review and development of the school's PE curriculum and scheme of work.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- PE lessons show an increasing level of quality. - Increasing confidence amongst teachers in the delivery of PE and pupil feedback backs this up. - The curriculum has been designed to provide clear progression of skills from EYFS through to Key Stage 2, ensuring pupils develop fundamental movement skills, teamwork, resilience, leadership and confidence.	- Increased staff confidence and competence in teaching PE to allow delivery of future lessons. - Our aim is to develop a sustainable approach that enhances teaching, increases pupil engagement, and promotes lifelong participation in physical activity. The access to appropriate resources, kit and pupil experience supports this.	- Photographs - Invoices - SOW used in teacher planning and delivery. The scheme of work provides staff with clear lesson expectations, progression pathways and opportunities for all pupils to participate in a broad range of sporting activities. - Resources and kit in school.	£5,000