



PE and sport premium monitoring and tracking form 2025/2026

Commissioned by



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Created by



association for
PHYSICAL EDUCATION



Review of last year 2024/25

Swimming & Water Safety	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	18%	Lack of sustained practice: Pupils did not have regular access to swimming beyond the block of lessons, limiting skill retention.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	18%	Focus on basic water confidence over stroke development: Lesson evaluations show that a significant proportion of session time was spent reinforcing basic skills, reducing opportunities to refine and practise multiple strokes.
3. Perform safe self-rescue in different water-based situations	18%	Overemphasis on swimming competency: Lesson reviews indicate that the majority of session time focused on stroke development, leaving insufficient time to embed self-rescue strategies.

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	Subject knowledge and confidence of staff has greatly improved in the activity/CPD that they have undertaken. This has been evident in curriculum delivery for all pupils during team teaching or learning walks.	N/A Numerous courses and professional development opportunities were accessed by the PE team.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We assessed and revamped our lunch time playground provision to provide further opportunities for physical activity	N/A We are happy with the regular physical activities we offer.
3. Raising the profile of PE and sport across the school, to support whole school improvement	PH lead and sport's specialist to attend network meetings with local cluster of schools	N/A PE is highly thought of throughout the school from SMT to staff

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		and pupils.
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	A wide variety of extra-curricular clubs have been on offer throughout the academic year.	N/A We offer a wide and varied curriculum and extra-curricular programme.
5. Increasing participation in competitive sport	Children in both key stages have accessed a variety of Competitions in a wide variety of physical activities. This links to our broad and balanced curriculum and has enabled pathways to competition.	N/A All children access competitive sport either inter or intra. This includes SEND, Girls and Boys activities.



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3. Perform safe self-rescue in different water-based situations		

AIM	WHY?	KEY AREA	SUPPORTING EVIDENCE
TTLT Sports Hub	<ul style="list-style-type: none"> To provide high quality support and CPD to empower all staff to deliver high quality P.E lessons. To create opportunities for children to learn, collaborate and compete through school sport 	<ul style="list-style-type: none"> Subject Leader Support Staff support / CPD Competition Calendar Well Schools 	New initiatives and news shared with the teachers. Learning walks show skills and new knowledge implemented in lessons. Curriculum coverage
OPAL (Outdoor Play and Learning)	To introduce high-quality play every day with a strong focus on improving physical development, resilience, cooperation, creativity and overall wellbeing.	Transform attitudes and culture across the whole school community in relation to the value of play. Embedding high-quality physical activity into both curriculum PE lessons and outdoor playtimes.	Playground observations Teacher feedback Pupil voice
Extra-curricular clubs	Continue to offer extra-curricular clubs to develop physical activity targeting children with special educational needs and/or who receive pupil premium	<ul style="list-style-type: none"> Cycling Club Football Clubs Gymnastics Clubs Sports Clubs Martial Arts 	Clubs' registers



AIM	WHY?	KEY AREA	SUPPORTING EVIDENCE
Deliver 3 whole school intra sports competitions (1 per term)	Increasing participation and confidence in competitive sport.	Increasing participation and confidence in competitive sport.	
Three members of staff will attend the BG Intermediate gymnastics course.	To upskills members of staff to improve their subject knowledge and confidence	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritizing CPD and training where needed.	Certificate achieved
Three members of staff will attend the Royal Ballet and Opera Dance CPD	To upskills members of staff to improve their subject knowledge and confidence	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritizing CPD and training where needed.	Certificate achieved



	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)	<p>TTLT Sports Hub</p> <ul style="list-style-type: none"> ● Subject Leader Support ● Staff Support ● CPD ● Sports Leader Training ● External Links ● Kite Mark Support ● Competition Calendar 	<p>Working with PB and CS to support the delivery of the Physical Health curriculum.</p> <p>Attend the competitions and festivals that are offered throughout the academic year.</p>	<p>Increasing confidence, knowledge and skills of all staff so that lessons are high quality.</p> <p>Pupils have the opportunity to represent their school and experience a variety of school sport competitions.</p>	<p>New initiatives and news shared with the PE team.</p> <p>Subject leader meetings attended.</p> <p>Competition calendar.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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)	<p>OPAL (Outdoor Play and Learning)</p> <p>To introduce high quality play every day with a focus on improving physical development</p>	<ul style="list-style-type: none"> ● Staff Training ● Pupil Training ● Equipment ● Implementation ● Monitor ● Review 	<p>Transform attitudes and culture across the whole school community in relation to the value of play.</p> <p>Changing children’s patterns of behaviours away from problematic and disruptive and towards creative, imaginative, collaborative and resilient.</p>	<p>Play environments are well-resourced with loose parts, climbing equipment, and safe outdoor challenges, enabling pupils to take part in a variety of physically demanding activities.</p> <p>Staff training. Teacher feedback. Playground observations.</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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)	<p>Extra-curricular clubs</p> <p>Continue to offer extra-curricular clubs to develop physical activity targeting children special educational needs and/or who receive pupil premium</p>	<ul style="list-style-type: none"> ● Cycling Club ● Football Clubs ● Gymnastics Clubs ● Sports Clubs ● Martial Arts 	<ul style="list-style-type: none"> ● Increased participation rates in physical activity from SEND and disadvantaged pupils ● Improved physical fitness, coordination, and gross motor skills ● Enhanced confidence, self-esteem, and social interaction ● Better behaviour, focus, and emotional regulation in the classroom ● Stronger sense of belonging and inclusion within school life 	<p>Attendance register.</p> <p>Pupil voice.</p> <p>Club leader feedback</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				



	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)	<p>Intra Sports Competitions</p> <p>Increasing participation and confidence in competitive sport.</p>	<p>Delivering whole-school intra-sports competitions three times a year, all pupils will have regular opportunities to take part in competitive sport within a familiar, supportive environment. Competing against peers within their own year group.</p>	<ul style="list-style-type: none"> ● Pupil confidence and enjoyment in physical activity increased ● Key life skills, including teamwork, leadership, resilience, and communication, were developed ● Physical fitness, coordination, and stamina improved ● Positive attitudes towards competition, including fair play and sportsmanship, were promoted ● Engagement of SEND and Pupil Premium pupils was supported through accessible competitive opportunities ● School spirit, motivation, and sense of belonging were strengthened 	<p>Staff-led monitoring.</p> <p>Performance tracking.</p> <p>Inclusive participation for all pupils.</p>



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

	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)	<p>Gymnastics CPD</p> <p>To upskills members of staff to improve their subject knowledge and confidence</p>	<p>Team teaching between specialist staff (CS, PB & SH) and class teachers, and British Gymnastics training for three teachers,</p>	<ul style="list-style-type: none"> • Consistent, progressive, and safe gymnastics provision was established across all year groups • Pupil outcomes in balance, coordination, strength, flexibility, and control improved • Pupil confidence and engagement in gymnastics and physical activity increased • Inclusive practice was supported, with adaptations for SEND and all abilities implemented • Long-term sustainability was built, with trained staff continuing to deliver high-quality PE beyond the funding period 	<p>Certificates Teacher feedback. Learning walks</p>

What impact have you seen?	Are the improvements	Supporting evidence	Approx. cost
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		sustainable? How?		
Evaluate (Complete in July)				

	Intent - what is your	Implementation - How will	Impact - What do you hope	Supporting evidence
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	objective?	you achieve this?	to see?	
Plan and monitor (Complete now and monitor)	<p>Dance CPD</p> <p>To upskills members of staff to improve their subject knowledge and confidence</p>	<p>Team teaching between specialist staff and class teachers and targeted training for teachers.</p>	<ul style="list-style-type: none"> • Teacher confidence, knowledge, and skills in delivering high-quality dance lessons increased • Consistent and progressive dance provision was established across all year groups • Pupil physical skills, including coordination, flexibility, rhythm, and spatial awareness, improved • Pupil engagement, creativity, and confidence through expressive movement increased • Inclusive practice was supported, enabling all pupils, including SEND and disadvantaged, to participate fully • Long-term sustainability was developed, with trained staff delivering high-quality dance independently 	<p>CPD Training. Teacher feedback. Learning walks</p>

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
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Evaluate (Complete in July)				
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