



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



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Department
for Education

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YOUTH
SPORT
TRUST

Review of the last academic year (2024/2025)



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Swimming and 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	100% of children achieved this.	N/A
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of children achieved this	N/A
3. Perform safe self-rescue in different water-based situations	100% of children achieved this	N/A

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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>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>	<p>Increase in pupils attending after school clubs. Just over half of pupils (52%) attended an after-school club. 46% of disadvantaged pupils attended a club.</p> <p>PE Leader began to write a PE curriculum that could be used by teachers who were not confident in teaching the subject to help them. PE Leader was able to model some lessons for less confident teachers.</p> <p>Sports Equipment at break and lunch times enables more pupils to be active.</p>	<p>Tracking of clubs wasn't as thorough as it could have been. If this had been better, even more pupils could have attended clubs as those not attending could have been surveyed to find out what they may want to attend.</p> <p>Because of changes in class organization, the curriculum will need adapting again. It has been decided that purchasing a published scheme will be more time efficient and support teachers more.</p> <p>The equipment purchased was easily broken and therefore needed replacing more frequently.</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>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>New PE equipment was purchased and enabled teachers to teach more effectively. New equipment showed that the profile of PE was important.</p> <p>Sports Day was run by a company and the promotion of this worked very well and it was very well attended.</p>	<p>Celebration of pupils' achievements from home were not celebrated as much as they could have been.</p> <p>Because of the weather, the Sports Day didn't run as planned. In hindsight, it should have been postponed rather than held in the hall.</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>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport is supported and sustained through CPD</p>	<p>PE Leader began to write a PE curriculum that could be used by teachers who were not confident in teaching the subject to help them. PE Leader was able to model some lessons for less confident teachers.</p> <p>Monitoring showed increased confidence and teacher voice evidenced this.</p>	<p>Because of changes in class organization, the curriculum will need adapting again. It has been decided that purchasing a published scheme will be more time efficient and support teachers more.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>New Residential visit for Year 6 enabled pupils to take part in sporting activities that they wouldn't have been able to take part in if this hadn't been provided.</p> <p>Karate club was very popular and enabled pupils to take part in grading and earn belts.</p> <p>Walk to school scheme showed an increase in pupils who were walking to school.</p> <p>Increase in pupils attending after school clubs. Just over half of pupils (52%) attended an after-school club. 46% of disadvantaged pupils attended a club.</p>	<p>Not as many pupils came to school on scooters or bikes, despite this being promoted. Bikeability to move to Year 5 instead of Year 6 as this will then help to have a positive impact when the pupils move to Year 6.</p> <p>Tracking of clubs wasn't as thorough as it could have been. If this had been better, even more pupils could have attended clubs as those not attending could have been surveyed to find out what they may want to attend.</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>Key indicator 5: Increased participation in competitive sport is sustained throughout the year</p>	<p>The teaching of competitive sports enabled pupils to experience this more and it became embedded into the curriculum.</p> <p>Adaptations enabled all pupils, including those with SEND, to be taught competitive sports in school.</p> <p>A number of pupils represented the school in competitive sports events run by the council.</p>	<p>Limit competitive sports within PE lessons to older pupils (UKS2) as LKS2 pupils struggled with this and it was harder to manage.</p>

Aims for the next academic year (2025/2026)



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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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>To further implement and support active breaks and lunchtimes</p>	<p>Lunchtime supervisors / pupil leaders as they will take part. Children will be more engaged and active during lunchtime. Children active for longer within the school day.</p>	<p>Access full area of the school grounds. Have something for everyone. Not all children want to play sport at lunch and break</p> <p>Key Indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Photographic evidence. Purchase orders and equipment. Pupil and staff voice</p>
<p>To increase the quality of teaching and learning within PE lessons.</p> <p>To improve staff knowledge of the the curriculum.</p>	<p>Purchase and implement Get Set for PE. Further improve quality of teaching. Class teachers to become more confident in delivering PE</p>	<p>Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Key Indicator 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>Get Set for PE planning Assessment Learning walks Staff feedback Pupil voice</p>
<p>To increase the range and of extracurricular clubs</p>	<p>Children will be more active and meet the recommended 60 minutes per day. Children will be well prepared for competitions. A wide variety of clubs – something for everyone</p>	<p>Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Key Indicator 5. Increasing participation in competitive sport</p>	<p>Letters Dojo Email Register Pupil Tracker</p>

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
<p>Increased active travel to school. Different ways – not just walking.</p>	<p>Promote active travel to school. SLT to discuss communication to children via assembly and being safe. Encourages children to think about different ways of transport and road safety awareness.</p>	<p>Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Year 5 Bikeability LKS2 Road Safety Awareness</p>

Your objective:



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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 lunchtime play provision to increase activity	Develop pupil leadership. Lunchtime supervisor training, Wide range of equipment, Pupil voice and Outdoor play provision.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils	Pupil voice: interviews/group discussions with a variety of pupils 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				Top up equipment, add new skills and outdoor activities £2000

Your objective:



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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	Increased active travel to school. Different ways – not just walking.	Promote active travel to school. KS2 Road Safety Awareness Year 5 Bikeability SLT to discuss communication to children via assembly and being safe Launch to parents on Newsletter	Children to have more road sense and a better understanding of risk. Increase active travel using different means	Photographs Active Travel to School Audit – collect data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Launch, planning and monitoring £200

Your objective:



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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	Increased teacher confidence and the quality of PE teacher	Implement Get Set for PE including CPD sessions for teachers Create long term plan and share with teachers Conduct audit of PE equipment Monitor PE lessons and deliver model lessons if required	Teachers are more confident in teaching PE Logically sequenced lessons enable pupils to make better progress	Monitoring forms Pupil Voice Teacher Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Get Set for PE £650 Equipment to deliver the lessons £3,000

Your objective:



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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 further increase the range and of extracurricular clubs. Train children to be able to compete at a higher level and progress through the School Games network of competitive events	Whole school tracker that measures every child and all teaching staff are responsible and encourage all children to attend one or more clubs. School Tracker is monitored by SLT paying particular interest to children from our more vulnerable families. Individual children are monitored on a regular bases.	Stronger uptake in after school clubs, including disadvantaged and those with SEND.	Pupil voice Club registers Whole school Pupil Tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Cost of PE leader planning and leading additional sessions £2000 Cos of PE Leader taking children on events £1500 Travel Cost £2000