

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

Commissioned by



Department
for Education

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Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

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

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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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	-Improved confidence and capability of staff in delivering high-quality physical activity and PE sessions. An increased engagement in physical education lessons. -Evidence of staff improvement through observation and pupil feedback on the quality of sessions. Improved lesson consistency and pupil skill progression in each sport. Monitoring shows increased staff confidence and curriculum coverage.	-Staff confidence improved at different rates, with some colleagues requiring additional coaching and opportunities to embed new teaching strategies before feeling fully confident. -Some less familiar units (e.g. gymnastics, dance or outdoor adventurous activities) continued to be identified by staff as areas where further professional development would be beneficial. -While pupil engagement remained positive, consistency in lesson quality and supporting and challenging all pupils remains an area for further development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	-Increased physical activity levels during lunchtime, with higher student participation. Less behavioural incidents at lunch times as more children are active and an improvement in pupil's wellbeing. -Increased physical activity levels during breakfast club at the beginning of the day, with higher student participation. Less behavioural incidents at breakfast club as more children are active and an improvement in pupil's wellbeing.	-Poor weather during parts of the year reduced opportunities for outdoor physical activity, limiting participation at lunchtimes. -Some playground equipment required maintenance or replacement, resulting in reduced availability of activities at certain times.

Review of the last academic year (2024/2025)



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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	-Increased pupil enthusiasm and engagement in PE. Teachers report higher motivation and participation in lessons. Pupil voice indicates that awards contribute positively to confidence and enjoyment in sport -School on track to achieve or maintain Healthy Schools status.	-While the profile of PE has increased across the school, engagement from some pupils remained inconsistent and further work is needed to inspire those who are less confident or less interested in sport. -Monitoring showed that the profile of PE was stronger at key points in the year (e.g. Sports Day and competitions) than it was consistently throughout the academic year.
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	-Broadened participation beyond traditional sport. -Pupil feedback shows increased enjoyment and sense of achievement, especially among pupils with lower confidence in sport.	-Some pupils were unable to attend extracurricular clubs due to transport, family commitments or other barriers, reducing equal access outside the school day. -While a broader range of activities was offered, there is still scope to introduce additional non-traditional sports to further engage pupils with different interests.
5. Increasing participation in competitive sport	-Pupils attended interschool sports festivals. -Pupils demonstrate better understanding of healthy lifestyles. -Delivered interventions on SPARX.	--Limited places at inter-school events meant that not all pupils who wished to compete were able to represent the school. -Greater opportunities are needed to develop intra-school competitions to ensure a larger proportion of pupils experience competitive sport throughout the year.

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	N/A - infant school	N/A - infant school
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A - infant school	N/A - infant school
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Your objective: *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 (Complete now and monitor)	Ensure teaching and learning develops pupils' skills and knowledge and provides a high level of support and challenge for all learners	-Organise lunch time CPL for new staff for support and challenge for all pupils and pupil engagement - Observe PE lessons and teachers show knowledge of small steps, active engagement and challenge and support for all pupils in lessons. - PE Leader to observe Sports Coach to ensure good practice and pass on information during lunchtime CPLs -Introduce STEP Principle as part of lunchtime CPL. -Sports Coach to coach all teachers on Monday afternoons to model high quality teaching, particularly focusing on support and challenge for all pupils. -PE Leaders to attend Gymnastics CPD and disseminate information to staff	-Teachers are more confident when teaching and provide a high level of challenge for all learners. Lessons are differentiated to challenge and support all pupils. - Pupils are more active in PE lessons. -Evidence of teachers teaching PE in small steps and all pupils being challenged or supported in lessons. -Teacher ensures pupils are active. -Leader to develop knowledge of skills and teaching of PE and disseminate this information -Lessons are differentiated using the STEP principle. -Teachers are more confident in teaching Gymnastics.	-Observations of PE sessions -Staff questionnaire or feedback -Register of CPL opportunities attended
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Lessons are more likely to be differentiated with monitoring showing an increase of pupils being supported and challenged. -Monitoring shows that all teachers are actively trying to support and challenge pupils using the STEP principle -Pupils are more active during lessons and have more opportunities . -PE Leaders demonstrate they are more confident in challenging higher ability pupils in gymnastics and are using	-PE Leaders will continue monitoring teachers and PE lessons, with a focus on new staff and ECTs who may need the required CPDs again. -Sports Coach to continue providing CPD to staff through coaching and staff to provide feedback on effectiveness. -PE Leaders to continue delivering CPD to staff based on the needs of the pupils e.g. support and challenge. -PE Leaders to deliver Gymnastics CPD to staff.	-100% of teachers have said they are more confident in delivering PE lessons. -100% of teachers observed are demonstrating sufficient time is provided for pupils to learn and apply skill. -100% of teachers observed demonstrate that pupils are actively learning in PE lessons. -75% of teachers observed have been observed adapting activities to suit a pupil's ability.	Staff CPD - £4,296

Your objective: *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 (Complete now and monitor)	To increase the achievement of all pupils in physical activity and sporting activities.	-Provide lunchtime activities for all pupils to take part in. -Monitor the amount of pupils who take part each day. -Provide and deliver activities during breakfast club in order to increase the amount of pupils taking part in activity during the school day. -Audit equipment at the beginning of each term and purchase resources for lunch time, breakfast club and PE lessons. -Collate questionnaire of pupils -Train playground buddies to support KS1 pupils to lead games.	-Increase in the amount of pupils taking part in lunchtime activities. -Pupils are active at lunchtime and breakfast club -Pupil voice demonstrates they enjoy the activities on offer and are more motivated to take part. -Monitoring shows that playground buddies are helping to increase the activity levels of the least active.	-Pupil interviews with a variety of pupils show they are enjoying lunch time -Youth voice data through half-termly surveys and interviews/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.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. -Lunch times are more active with children having fun. -An increase in children taking part in targeted lunchtime activities.	-Midday supervisors will be trained to lead targeted activities with pupils to maintain the numbers of pupils taking part. -Playground Leaders from KS2 will be trained to deliver and lead activities and they will encourage the least active children. -Sports Coach to continue delivering activities at breakfast club.	-Tally charts conducted show that there are around 50/180 (28%) of pupils regularly taking part in targeted activities at lunch time. -Pupil interviews conducted demonstrated that pupils enjoy the range of activities we have on offer and many of them take part: - Do I enjoy lunchtime activities: 100% said yes - Do I take part in lunchtime activities every day: 33% said yes - Do I take part in lunchtime activities once or twice a week: 54% said yes.	Lunch time sports activity clubs - £7,850 Lunchtime Specialist Sports Coach (Henry Williams)- £765 PE Equipment - £1,101 Breakfast Club Sports Coaching - £3,284

Your objective: *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 (Complete now and monitor)	Provide CPD for teachers to improve PE teaching.	-Provide lunch time CPD to teachers every term. Focus on the implementation of the new scheme of learning, active learning and challenge and differentiation. -Observe teachers PE lessons with a focus on ECT's and provide feedback. -Provide teachers with coaching sessions ran by the schools sports coach. -New scheme of learning to improve the quality of PE lessons.	-Teachers are more confident when teaching and provide a high level of challenge for all learners. -Lessons are differentiated to challenge and support all pupils. -Pupils are more active in PE lessons. -Teachers are stronger and more effective practitioners when teaching PE. -Evidence of teachers teaching PE in small steps and all pupils being challenged or supported in lessons. -Teacher ensures pupils are active.	-Observations of PE lessons -Staff questionnaire or feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Feedback demonstrates a positive impact on staff's confidence when using the STEP Principle in PE lessons. -Clear teacher modelling in lessons, with simple instructions given for chn to be successful. -Route map is being followed and SOW is being used efficiently. -Resources from the SOW are being used (videos, music, visuals where necessary) -Small steps are being followed and chn are given time to practise and apply skills	-Continue to focus on supporting and challenging all pupils in lessons, further CPL, speak with sports coach and arrange for him to provide more 1:1 coaching with specific staff members (ECTs and new starters). -Teacher observations will continue. Observe to see if teachers are using the STEP principle and supporting or challenging pupils in lessons. -PE CPD will be provided for all teachers every term.	-100% of teachers observed are demonstrating sufficient time is provided for pupils to learn and apply skill. -100% of teachers observed demonstrate that pupils are actively learning in PE lessons. -75% of teachers observed have been observed adapting activities to suit a pupil's ability.	PE Planning Scheme of Work- £250

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 increase the number of SEND and Pupil Premium (PP) pupils who participate in sport festivals and clubs.	- Track SEND and PP pupils to identify how many pupils have taken part in a club or festival over the year. -Update and review trackers, termly. -Send a letter to parents to encourage pupils to attend a club and/or sport festival. -Prioritise SEND and PP pupils when allocating clubs to pupils. -Pupils with SEND will be funded to attend after school clubs from the Sport Premium.	-More SEND and PP pupils participate in sports and PE activities. -Increase in confidence in sports with SEND and PP pupils .	-After school club data -Sport festival and trip data -SEND and PP after school clubs and sport festival tracking sheet
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-Increased participation rates of SEND and PP pupils in extracurricular sports clubs and inter-school festivals. -Improved confidence, self-esteem and willingness to try new physical activities among targeted pupils. -Greater sense of inclusion and belonging, with SEND and PP pupils participating alongside their peers. -Higher attendance at after-school clubs from identified pupils compared with the previous year.	-Letters will continue to be sent to parents to target specific pupils. -Trackers will be updated and pupils will be carefully monitored. -SEND pupils will continue to be funded to attend after school clubs from the Sport premium.	-Increase of 9% of SEND pupils have attended after school club following letter sent to parents in the summer term. -46/83 pupils = 55% of pupils with SEND have attended at least one after school club in the last 3 academic years. -38 (45%) have attended at least one in the academic year 2025/26 This is an increase of 13% compared to last year. -58% PP pupils have attended at least one after school club in the last 3 academic years. -53% of PP pupils have attended at least one after school in the academic year 2025/26.	After School clubs - £375

Your objective: *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 (Complete now and monitor)	Ensure all pupils receive high-quality PE lessons that are progressive, inclusive, and engaging	-Purchase and implement a high-quality PE scheme of work. -Plan and deliver PE lessons in line with the scheme across all year groups. -Provide teachers with planning, lesson resources, and assessment materials. -Monitor curriculum coverage to ensure progression of skills and knowledge. -Deliver staff training and/or coaching where appropriate. -Ensure equipment and resources are available to support lesson delivery.	-All pupils receive consistently high-quality PE lessons which are active and supportive and challenging. -Pupils make clear progress in their physical skills and knowledge, leading to increased participation. -Staff deliver the PE curriculum with confidence and consistency, ensuring all pupils, including those with SEND and disadvantaged pupils, can access and succeed in PE.	-Lesson observations and learning walks. -Teacher planning linked to the scheme of work. -Staff training records and attendance of CPD -Pupil voice questionnaires. -Photographs of lessons and activities. -Updated curriculum maps and progression documents.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	-PE lessons were delivered consistently and regularly across all year groups. -Teachers reported increased confidence in delivering PE. -High levels of pupil engagement and enjoyment were observed during lessons. -The curriculum provided clear progression from one year group to the next and the curriculum map was updated to reflect the scheme of work. -Monitoring showed improved quality and consistency of teaching.	-Yes - Teachers have increased their confidence and subject knowledge through regular use of the scheme and professional development, reducing reliance on external support. -Planning, assessment resources, and lesson materials are available for all staff, ensuring consistency despite staffing changes. -Skills progression is embedded across the school, enabling pupils to build on prior learning each year. -The PE Lead will continue to monitor curriculum delivery through lesson observations and liaise with pupils to develop pupil voice to maintain high standards. - Resources and equipment purchased through the Sports Premium will continue to support the effective delivery of the curriculum.	-100% of lessons delivered using the agreed scheme. -Teacher confidence survey results show that the scheme is helpful and has many resources such as videos and printable materials that are useful in lessons. "The PE Hub is simple to use and is clearly signposted to find the lessons and resources needed." "The curriculum map reflects the scheme of work and it is useful to see the start and end points of each PE unit, especially seeing what the pupils can build upon from previous years." -All chn have had 2 sessions of PE a week which follow the scheme of work and curriculum map.	The PE Hub Scheme - £250

Your objective: *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 (Complete now and monitor)	Include inclusive competitions for SEND pupils.	-Monitor number of pupils with SEND who were taking part in festivals and competitions. -Identify pupils with SEND who are not accessing extracurricular provision and work with families to encourage participation.	-All pupils have opportunities to compete at an appropriate level. -Participation increased across year groups, including SEND and Pupil Premium pupils. -Pupils develop confidence, teamwork, resilience and sportsmanship through regular competitive opportunities.	-Competition registers showing increased participation by pupils with SEND. -Attendance data comparing previous and current academic years. -SENDCo and PE subject leader monitoring records. -Pupil and parent voice highlighting positive experiences.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	No impact as they did not happen due to lack of cover and amount of competitions for Key Stage 1 pupils.	Although the planned SEND competitions did not take place due to staffing and cover constraints, the resources purchased remain available for future use. The school intends to prioritise inclusive competitive opportunities next year. Future planning will include earlier scheduling and securing staff cover to ensure SEND pupils can access sustainable competitive sporting experiences.	N/A	£0