

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.

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	Overall progress in this area from previous academic year, going from 58% to 65% of children meeting this objective.	There is still a high percentage of children not meeting this objective.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Overall progress in this area from previous academic year, going from 63% to 65% of children meeting this objective.	There is still a high percentage of children not meeting this objective.
3. Perform safe self-rescue in different water-based situations	Overall progress in this area from previous academic year, going from 63% to 65% of children meeting this objective.	There is still a high percentage of children not meeting this objective.

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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	Teachers have highly praised the use of a sports coach to upskill them in an area of PE of their choosing (whether subject knowledge or part of a lesson – such as warm ups) and this has enabled them to improve their lessons independently in other areas of the curriculum. Teachers have said it is a worthwhile opportunity to improve confidence and quality first teaching has improved as a direct result of this intervention throughout the year.	There are still some areas of the curriculum where teachers do not feel as confident, having an overall impact on the quality of teaching and learning.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Throughout the year, we have seen a huge increase in active minutes across the school (with 664,800 minutes being logged from March to June). This has really improved the profile of physical activity within school and has helped children be accountable for their choices, particularly in less structured times such as break and lunch times.	There is still a substantial amount of children who are less active and will not engage - reasons range from boredom, uninterested or choosing other things to do.

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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	The success in different formats through our SGO and regular celebration and acknowledgement of achievements has helped to boost pupil numbers in extra-curricular sports clubs and involvement in physical activity at breaktime and lunchtime.	There are still some key areas (such as inactive girls) that I would like to target more in the future.
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	We were awarded with an Equal Schools award by Football England as recognition of our equal opportunities within school sport. There is a positive uptake for both boys, girls and mixed sports clubs and high participation within lessons for both boys and girls.	N/A
5. Increasing participation in competitive sport	There has been a huge interest in joining clubs that feed into competitive sports, specifically as football and cross country. This has been down to sharing the success of pupils at these events as organised by the SGO and this has helped to boost interest and participation.	N/A

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*

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	Increase percentage of children achieving this objective.	Clearer communication between PE lead and swimming teachers to ensure consistency and cohesion with school's long term vision.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Increase percentage of children achieving this objective.	Clearer communication between PE lead and swimming teachers to ensure consistency and cohesion with school's long term vision.
3. Perform safe self-rescue in different water-based situations	Increase percentage of children achieving this objective.	Clearer communication between PE lead and swimming teachers to ensure consistency and cohesion with school's long term vision.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improve teacher subject knowledge and pedagogy around the PE curriculum	Improved quality of teaching and learning within PE	<i>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Teachers have highly praised the use of a sports coach to upskill them in an area of PE of their choosing (whether subject knowledge or part of a lesson – such as warm ups) and this has enabled them to improve their lessons independently in other areas of the curriculum. Teachers have said it is a worthwhile opportunity to improve confidence and quality first teaching has improved as a direct result of this intervention throughout the year.
Introduce a range of pedagogical assessments within PE	To allow the assessment of PE in a wider context	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Children are able to share knowledge about areas of the curriculum that were previously covered in less detail – for example, the analysis of movement patterns on the efficiency of results within jumping for distance events in Athletics. Where this may have been lost during the lesson as a paired discussion, there is now tangible evidence for all children, through the use of Showbie, where teachers will get a wider picture and clearer assessment of the child as a whole, rather than just the physical ability of the child. This has led to clearer, more precise assessments across the subject as a whole and has levelled the playing field for those children who are knowledgeable about the subject but not as physically able as others.
Improve differentiation within the subject, especially the lowest 20%	To improve equality and engagement for all pupils	<i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Through lesson observations and CPD with sports coaches, this has raised the confidence of teachers in their ability to support the lowest 20% and make adaptations within the lessons, with specific focus on SEND needs.

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Aim	Why?	Key Area	Supporting evidence
Continue to promote whole-school engagement in competitive and non-competitive sport	This will continue to raise the profile of PE and school sport and encourage children to make lifelong active choices.	<i>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</i> <i>5. Increasing participation in competitive sport</i>	The school have had a multitude of success, with multiple opportunities to compete at Level 2 and Level 3 events across the city and county.
Update PE equipment where necessary to ensure high quality teaching and learning can take place	To enable staff and children to be safe when taking part in PE and have the ability to use high quality, age-appropriate resources.	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Staff feedback and pupil feedback say the quality and readiness of equipment has improved the "active time" within lessons, due to less preparation needed.
Introduce Sports Leaders within school to promote active lifestyles within school	To increase the profile of PE and school sport from a child-centred approach, where children can see peers in leadership roles and use this to help them to engage in making active, healthy choices when available.	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Our sports leaders have helped to run break time activities, help with sports day and run a KS1 festival. This has directly linked to an increase in more active time, particularly in Year 3 where there was an extra need for intervention, due to a high percentage of less-active pupils.

Your objective: Improve quality of assessment in PE



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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)	Improve the quality of assessment in PE for all aspects of the subject, including social/emotional and analytical aspects of skills, rather than solely physical.	Based on key learning within the lessons, assessment resources will be made to appropriately suit the age group it is aimed at, linking directly to the content the children will be familiar with.	A clearer overall picture of each child's understanding of the sport/skill sequence, rather than just physical ability to complete the skill.	Assessment data will show an increase in those working at expected standard or above, due to the wider range of assessment opportunities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Based on teacher feedback and the assessment data, teachers feel more comfortable to give children and EXS or GDS rating, based on the quality and clarity of assessments in the wider context. This gives some tangible data which was hard to equate to without these assessments.	As staff become familiar with how the assessments link to key learning, this will inform the delivery within the lesson and help with the cognitive overload for less confident teachers when teaching PE. As the curriculum is remaining consistent, as per the long-term plan, teacher who remain in the same year groups will be familiar with these assessment for the units they are teaching.	• Big trend in all year groups of turning EXS to GDS • High percentage of EXS and above in all year groups • Huge increase in SEND children reaching EXS or GDS	£0

Your objective: Improve staff confidence through CPD



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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)	Improving staff confidence through timetabled, targeted and specific input and support from sports coaches	On a rotational basis, all staff to have the opportunity to have at least one sequence of sessions with sports coach (Jack Stevens) with a specific focus on an area of PE of the coachee's choosing.	Improved confidence and quality of teaching and learning across the school, leading to improved data and outcomes for pupils within PE.	Through staff voice and feedback from sports coach, there should be a direct impact of a higher quality of teaching and learning within the lessons that is sustained over the year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All staff have said they have valued the use of the sports coach to improve the quality of their teaching and learning. This has been particularly evident with ECTs and those who scored low on the confidence score on initial staff voice questionnaire.	Based on the success of this for the last few academic year and with staff moving to unfamiliar year groups, this will be continued next academic year.	• Big trend in all year groups of turning EXS to GDS • High percentage of EXS and above in all year groups • Huge increase in SEND children reaching EXS or GDS	£2166.00

Your objective: Increase 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)	To increase the range of children who are competing in competitive sport across a range of different sports and opportunities.	Targeted approach with an aim to include a wider range of SEND and pupil premium eligible children within these competitions and events.	A wider range of pupils taking part and thriving in wider school sport opportunities that wouldn't usually get the chance to.	Evidence from trip lists and feedback from pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A larger proportion of children with SEND and pupil premium eligible children have taken part in competitions. Based on pupil voice, this has directly linked to the children having more opportunities both within and outside of school, linking to PE and school sport.	Children are monitored and tracked through online systems that record attendance in clubs and competitive events, with the ability to differentiate key groups of children. This will allow the PE lead to ensure a wide range of children are considered, giving equal opportunities to key groups.	As a school, we have collectively had more teams progress through to Level 2 and Level 3 events this year than other academic years and this has been helped by the wider range of children that have been targeted.	£15,310.05

Your objective: Provide opportunities for specific targeted groups (such as less active girls and SEND)



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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 improve the opportunities for specific groups of children, with specific focus of promoting healthier choices and lifelong engagement within sport	Targeted interventions across the school, with a specific link to tennis through We Do Tennis charity – organized through SGO.	An increase in children's confidence, both inside and outside of school sport, with children wanting to participate and make healthier choices because of taking part.	Pupil Voice and evidence of wider opportunities outside of school
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children who took part said they wanted to play tennis again. All children said they enjoyed learning a new sport and said it helped them to increase in confidence. Most children (95%) said they would consciously play tennis outside of school. Some children (70%) said they would consider joining a tennis club.	With local links to Knighton Tennis Courts and We Do Tennis, children are given regular opportunities and links to sustain the engagement and improvement from these sessions.	Feedback from pupil voice and families has shown a big increase in physical activity in general (both inside and outside of tennis) for most children involved. The reward of a free tennis racquet and tennis balls helped to solidify the confidence and desire to keep making healthier choices and provide the motivation to continue.	£0

Your objective: Continue to improve impact of sports leaders on wider school PE and school sport vision



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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)	Improve the profile of PE and school sport through the engagement of sports leaders across the school's offer of PE and school sport	Regular training sessions with Y5 sports leaders to ensure expectations of role and confidence within role are sustainable and ready for when they are leading sessions. The use of previous Y6 sports leaders can be used to help consolidate and upskill the Y5 leaders from a peer-to-peer perspective.	An increase opportunities where sports leaders can be utilized to support our PE and school sport, both in curriculum time and outside of curriculum time.	Evidence through deployment of sports leaders in different events during school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Based on the feedback from our Sports Day and Infants Sports Day, our sports leaders have made a real impact on the quality of school sport, especially when running events and supporting other children during the events. This has made a high percentage of children within the school want to be a sports leader in the future or investigate how they can do a sports leader type role outside of school.	Through careful choices made by the PE lead, each year group will be having sports leaders next year. This will continue to help raise the profile of PE and school sport and in turn, give more children a wider opportunity when within school to engage with school sport.	Feedback from pupil voice, staff voice and parent voice.	£250

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	External CPD	PE conference or external provider training				
	CPD to deliver swimming and water safety lessons	Swim England course for staff				
	Internal CPD	Staff PE twilight sessions				
	Inter-school CPD	Joint training with local schools				
	Online CPD	Webinars or modules completed online				
	External Coaches CPD	Upskilling staff by utilising an external multi-sport coach	912	570	726.75	
	External courses	Inclusion or mental health training				
	Internal Learning & Development	Peer observations or internal workshops				
	Online training	Access to PE online CPD platform				
	Total CPD Spend		912	570	726.75	2208.75
Internal Activities	Internal sport competitions	Sports day, house tournaments				
		Targeted lessons (including transport costs) for pupils identified who are struggling to meet national curriculum swimming requirements following the completion of core-lessons				
	Top-up swimming and water safety (internal provision)					
	Active travel initiatives	Walk to school campaign				
	Equipment and resources (internal use)	PE equipment: balls, nets, bibs	1056.59	270.45	3438.9	
	Internal membership fees	afPE, YST, School Sport Partnership	154			
	Internal educational platforms	Digital curriculum resources				
	School-based extra-curricular clubs	Lunchtime or after-school clubs				
	Total Internal Spend		1210.59	270.45	3438.9	4919.94
External Activities	External inter-school sports competitions	Competitions organised by SGO	2400			
	Activities by SGOs	Festivals, workshops, or CPD by SGO				
		transport, kit for external event, purchase of specific equipment to be able to attend	200	100		
	External coaching staff	Hired coaches for specific sports	1121.75	470		
		Providing opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction	2797.25	4095.75	2479.5	
	Other external activities					
	Total External Spend		6519	4665.75	2479.5	13664.3
Overall Totals	Total Funding Received					20,800.00
	Total PE & Sport Premium Spend					20792.9
	Total Remaining					7.06