



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



Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



YOUTH
SPORT
TRUST

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>A strong majority of pupils (87%) achieved the 25m standard. Additional top-up swimming and access to a pop-up pool allowed pupils more time in the water than a standard block of lessons would normally permit. Early identification of pupils needing additional support helped tailor intervention. Increased confidence reported among pupils during water-based sessions.</p>	<p>A small number of pupils remained unable to meet the 25m requirement even after top-up provision, particularly pupils with low water confidence or limited previous exposure. Lessons near the end of the academic year meant a few pupils who moved school early missed assessment opportunities.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>A significant proportion of pupils (72%) could use more than one recognised stroke effectively. Additional swimming time meant weaker swimmers improved technique beyond basic propulsion. Staff and instructors used small-group work to break techniques into manageable steps.</p>	<p>Stroke quality was inconsistent among some pupils who could swim 25m but lacked efficiency or coordination. Pupils with SEND or sensory needs found some technical aspects challenging and required repeated targeted instruction. Limited space in the pop-up pool meant some stroke drills couldn't be practised over longer continuous distances.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>Pupils displayed improved understanding of basic safety principles, such as floating and safe entry/exit. Targeted sessions in the pop-up pool focused specifically on safe-rescue components, leading to improvements in confidence for many pupils. Use of scenario-based discussion and demonstrations supported theoretical understanding.</p>	<p>This remained the weakest area for the cohort: only 48% met the expected standard. Space restrictions of the pop-up pool limited opportunities to simulate more realistic self-rescue situations. Some pupils who could swim distance still struggled with controlled breathing and floating, making self-rescue difficult. SEND pupils who require additional time in calm environments progressed more slowly than expected.</p>

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p> <p>Intent Improve staff confidence and competence in teaching high-quality PE. Ensure a consistent approach to planning, delivery and progression across the school.</p>	<p>Implementation Sports coach delivered in-lesson modelling, team-teaching and planning support (CPD spend: £1,789.32). Staff used STEP/SHARP principles more consistently. Dance curriculum supported through workshops from external providers (e.g. KDDK). Whole-school sharing of good practice through staff meetings and informal coaching.</p> <p>Impact DfE return confirms a positive impact on improving teacher confidence. Teachers report increased confidence in delivering games, dance and inclusive activities. More consistent lesson quality across year groups. Stronger sequencing and adaptations observed in PE lessons.</p>	<p>Staff confidence improved overall, but some teachers still felt less secure in specific areas such as dance and OAA. This helped highlight clear priorities for CPD next year, ensuring training is better targeted.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>Intent Ensure all pupils achieve regular physical activity through PE, structured breaks and extra-curricular clubs. Increase participation of key groups: SEND, girls and disadvantaged pupils.</p>	<p>Implementation Daily structured lunchtime sport led by the sports coach. Broad programme of after-school clubs (internal activities spend: £7,157.28). Targeted club invitations and subsidised places for disadvantaged pupils. Play leaders supported active play during breaks. Additional and top-up swimming delivered through use of the pop-up pool (£5,000).</p> <p>Impact Strong participation across all year groups in clubs and lunchtime activity. Swimming outcomes improved: 87% 25m, 72% strokes, 48% self-rescue. Pupils report high enjoyment of active breaktimes and clubs. Participation data indicates increased access for SEND and disadvantaged pupils.</p>	<p>Despite strong participation overall, a small proportion of pupils remained hard to engage consistently, which has helped us refine our approach to more personalised invitations and tailored activities for next year.</p>

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Intent Ensure PE and sport have a visible and valued role in school life. Celebrate sporting achievements regularly with pupils and the wider community.</p>	<p>Implementation Sports Captains promoted sport in assemblies, shared results and encouraged participation. Regular website, newsletter and social media updates celebrating competition successes. Sports noticeboard kept up to date with fixtures, photos and pupil achievements. Strong communication between sports coach and Business Manager to promote activities.</p> <p>Impact Sporting success widely recognised; pupils feel proud to represent the school. Increased motivation and sense of belonging linked to school sport. Raised aspiration and confidence for less-active groups through celebration and role-modelling. PE and sport embedded in the school's culture and communication channels.</p>	<p>While communication of sporting success was strong, some achievements were not captured or shared as consistently as planned, helping us identify the need for a more systematic approach to recording and celebrating events.</p>
<p>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>Intent Ensure all pupils experience a broad and balanced PE curriculum and a varied set of club opportunities. Provide equitable access for girls, SEND pupils and disadvantaged pupils.</p>	<p>Implementation Clubs included sports such as golf, dance, archery, gymnastics, tennis and multisport. External providers (dance specialists, Bikeability) enhanced breadth of opportunities. New equipment purchased to widen the curriculum offer (£117.92). Activities adapted and targeted for SEND pupils using STEP/SHARP principles.</p> <p>Impact DFE return shows positive impact on broadening and equalising access for all pupils. Greater choice led to improved engagement from pupils who were previously less active. SEND pupils benefitted from adapted formats and supported participation. Girls' participation improved through tailored activities and female-friendly opportunities.</p>	<p>Although the range of clubs was wide, demand for some activities exceeded capacity, showing a clear appetite for expanding popular clubs and introducing rotations or additional sessions next year.</p>

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>5. Increasing participation in competitive sport</p> <p>Intent Increase the number of pupils representing the school in competitions. Broaden competition formats to include girls' teams and SEND-inclusive opportunities.</p>	<p>Implementation Continued membership of School Games and local competition network (£1,900 + £50 fees). Entered a wide range of competitions, supported by sports coach time and transport (£3,628.64). Girls' netball and football teams established and entered into events. House competitions used to broaden competitive experience internally.</p> <p>Impact High participation maintained in inter-school competitions across year groups. Increased representation of girls in competitive sport. SEND pupils accessed inclusive formats and experienced success. Improved confidence, teamwork and resilience among pupil competitors.</p>	<p>Some parents still feel like access to clubs is limited to a restricted number of children, despite attempts to widen reach.</p>

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <ul style="list-style-type: none">• Identify non-swimmers earlier in the year and provide targeted intervention in the first block of lessons.• Increase access to top-up sessions for pupils below 25m, with priority for Y5 before they reach Y6.• Continue use of the pop-up pool model to increase time in the water for less confident pupils.• Strengthen communication with swimming instructors to ensure timely and accurate assessment of progress.• Offer pre-swim confidence sessions for pupils with anxiety or limited water experience.		Add text here
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p> <ul style="list-style-type: none">• Provide additional stroke technique sessions for pupils close to meeting the standard.• Improve consistency of technique by using clearer skill breakdowns and video modelling where appropriate.• Ensure SEND pupils receive additional support or adapted drills during stroke development.• Build progression into PE lessons (land-based core strength, coordination, flexibility) to support stroke efficiency.		Add text here
<p>3. Perform safe self-rescue in different water-based situations</p> <ul style="list-style-type: none">• Provide additional stroke technique sessions for pupils close to meeting the standard.• Improve consistency of technique by using clearer skill breakdowns and video modelling where appropriate.• Ensure SEND pupils receive additional support or adapted drills during stroke development.• Build progression into PE lessons (land-based core strength, coordination, flexibility) to support stroke efficiency.		Add text here

Your objective: Increase confidence, knowledge and skills of staff in teaching PE



association for
PHYSICAL EDUCATION



	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 ensure all staff deliver high-quality, consistent and inclusive PE lessons, improving confidence and subject knowledge across the school.	Provide targeted CPD based on staff audit outcomes. Use team-teaching, lesson modelling and coaching from the sports coach. Deliver planning clinics and create shared planning resources matched to progression. Revisit STEP and SHARP principles to strengthen inclusive practice. Increase staff confidence in specific curriculum areas (e.g., dance, OAA).	Increased staff confidence and capability reflected in lesson observations and feedback. Improved consistency and quality of PE teaching across classes and year groups. Better progression in pupil skills due to improved teaching clarity and structure. More inclusive lessons that support SEND pupils more effectively.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Increasing engagement of all pupils in regular physical activity



association for
PHYSICAL EDUCATION



	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 daily activity levels of all pupils, with a focus on inactive girls, disadvantaged pupils and SEND pupils.	Expand structured lunchtime activity zones led by play leaders and the sports coach. Offer targeted clubs and tailored activities for inactive groups, including girls-only sessions. Use participation data and pupil voice to identify inactive pupils and target support. Provide subsidies for disadvantaged pupils to access clubs. Integrate more active bursts within the school day.	Increased daily physical activity for all pupils, especially less active groups. Higher attendance at extra-curricular clubs from target groups. Improved pupil wellbeing, concentration and confidence. A more active, inclusive and physically engaged school culture.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Raising the profile of PE and sport across the school



association for
PHYSICAL EDUCATION



	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 ensure PE and school sport remain integral to school identity, supporting whole-school values, community engagement and pupil aspiration.	Strengthen the roles of Sports Captains in assemblies, event promotion and reporting results. Share regular updates celebrating sport via newsletters, social media and the school website. Maintain the sports noticeboard with fixtures, photos and competition achievements. Promote school values (teamwork, resilience, aspiration) explicitly through PE and competitions. Increase parental engagement through events, workshops and communication.	PE and sport highly visible and celebrated across the school community. Improved pupil pride, aspiration and motivation linked to school sport. Higher engagement from families and community partners. PE increasingly recognised as a driver for whole-school improvement.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Offering a broader and more equal experience of sports and physical activities



association for
PHYSICAL EDUCATION



	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 a wide variety of high-quality sports and activities that all pupils can access and enjoy, with equity for girls, SEND pupils and disadvantaged pupils.	Maintain and expand the range of extra-curricular clubs, including non-traditional sports and taster sessions. Strengthen partnerships with specialist external coaches (e.g., dance, cycling). Use pupil voice to identify new activities pupils want to try. Provide adapted equipment and targeted support for SEND pupils. Use club subsidies and structured invitations to ensure equity of access.	A diverse and attractive programme of sport leading to greater engagement from all pupils. Increased choice and enjoyment, particularly for pupils who prefer non-traditional sports. Improved access and participation for girls, disadvantaged pupils and SEND pupils. Pupils discovering new interests and pathways into community sport.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Increasing participation in competitive sport



association for
PHYSICAL EDUCATION



	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 school representation in competitive sport, ensuring opportunities are accessible to all, including girls and SEND pupils	Maintain School Games membership and expand links with local competition providers. Enter more events, particularly girls' leagues and inclusive competitions. Provide dedicated training sessions for school teams. Develop internal house competitions to allow all pupils to experience structured competition. Strengthen connections with local clubs to build pathways for talent.	Increased number of pupils representing the school in competitions. Greater gender balance and SEND inclusion in competitive sport. Improved teamwork, confidence and resilience among participating pupils. Enhanced sporting reputation of the school within the local community.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here