



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



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Review of the last academic year (2025/2026)



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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?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	77% of pupils in year 6 can swim 25 metres. Evidenced from data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	76% of pupils in year 6 can use a range of strokes effectively. Evidenced from data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	81% of pupils in year 6 can perform safe self rescues. Evidenced from data collected poolside with swimming teacher

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	Action: Enrolled permanent lunchtime support staff in professional development, resulting in a cohort successfully achieving their Level 2 qualification in Playwork Principles. Evidence: 100% of trained staff report significantly higher confidence in managing active play and dynamic risk assessments. Staff have successfully transitioned from passive supervision to actively facilitating creative loose-parts play.	Review: Moving to a completely new, less-structured scrap-play environment required a significant mindset shift, highlighting the need for ongoing staff adaptation and continued input rather than a one-off fix. Evidence: While our multi-session training over a few months successfully helped staff transition away from traditional supervision habits, playground observations show that maintaining this new approach requires regular reinforcement. To ensure these skills remain sharp when the zone is highly active, we need to schedule regular refresher sessions to reignite the play work principles and remind staff of best practices.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Action: Investment in the Scrapstore PlayPod container and loose-parts assets to maximise child-led active play during lunch and break times. Evidence: Daily physical exertion among the vast majority of pupils has increased. Playground behaviour incidents have noticeably dropped because children are deeply engaged in high-density, collaborative building and active games.	Review: While the PlayPod rollout was a massive success, we recognise that no single initiative can fulfil the recommended daily active minutes for every individual child, as a small group prefers variety. Evidence: Playground tracking shows that while most pupils are highly engaged with the PlayPod, a small percentage still actively choose traditional sports or quieter zones. To ensure we maintain high activity levels for <i>all</i> children, we must continue to sustain alternative active options alongside the PlayPod.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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	Action: Provided targeted financial support to enable children from lower-income families (who do not qualify for Pupil Premium) to access the specialist OAA day visits during the Year 6 residential trip. Evidence: We achieved 100% attendance for the Year 6 cohort during the 3-day OAA experience. This ensured equal access for all pupils to engage in high-quality, non-traditional physical activities not available at school, including high ropes, axe throwing, and climbing, significantly building their resilience and physical confidence.	Review: While the trip itself was an absolute success with maximum participation, relying on ad-hoc subsidies means we must proactively plan how to sustain this inclusivity for future cohorts against rising trip costs. Evidence: Feedback and financial tracking highlight that the gap for families who sit just above the Pupil Premium threshold is growing. To avoid future dropouts, our next step is to establish a clearer, early-identification criteria and sustainable budgeting strategy to ensure financial barriers never limit a child's access to these broad OAA experiences.
5. Increasing participation in competitive sport	Action: Allocated funding for a TLR payment to our PE/Sports Lead to oversee, coordinate, and drive the delivery of extra-curricular sporting activities and inter-school fixtures. Evidence: This capacity has resulted in a huge increase in competitive opportunities across all key stages. The direct impact of this expanded calendar is validated by the school successfully achieving the School Games Gold Sports Mark, proving our commitment to broad, high-quality competitive engagement.	Review: The sheer volume of successful fixtures created a logistical challenge in releasing and securing enough school staff to travel to, attend, and supervise the actual events. Evidence: In recognition of the additional time and dedication required to manage this workload, we will continue to utilise the TLR option for the lead teacher next year. However, to ease event-day pressure, our next step is to better coordinate staff release time and actively build upon our highly positive parental support network to assist with fixture transport and supervision.

Aims for the next academic year (2026/2027)



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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>	Current evidence?	Future Action?
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of year 5, 53% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 5, 53% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 5, 60% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Aim	Why?	Key Area	Supporting evidence
To maintain and further expand our extensive calendar of regular inter-school competitive sports fixtures across multiple year groups.	Building on our success this year, we recognise that managing the sheer volume of fixtures takes an immense amount of time and logistical coordination. Continuing to fund the TLR option formally recognises and protects the additional dedicated time required to lead these extra-curricular opportunities safely and successfully.	Key Indicator 5: Increased participation in competitive sport.	Maintenance of our School Games Gold Sports Mark, fixture logs showing high participation numbers across the school, and formal logs of parental support/volunteer engagement assisting with event-day logistics.
To boost Year 6 swimming and water safety competency percentages by delivering targeted "top-up" swimming intensive lessons in the summer term.	A proactive audit and investigation of our current cohort's swimming data will allow us to identify children who are at risk of leaving primary school without meeting the National Curriculum requirements. Providing funded, intensive top-up sessions directly targets these gaps before they leave.	Swimming & Water Safety Accountability.	Pre- and post-intervention swimming data sheets, cohort tracking registers, and the final published Year 6 swimming competency percentages on the school website.

	Why?	Key Area	Supporting evidence
To increase daily physical activity levels at lunchtimes by introducing student-led dance sessions using a new, high-quality portable stereo system.	While our PlayPod is a huge success, we want to ensure we offer a diverse range of active choices so that <i>all</i> children find something they enjoy. Purchasing a portable stereo allows our sports captains to run accessible, high-energy dance zones, motivating pupils who prefer non-traditional or creative physical movement over competitive sports.	Key Indicator 2: The engagement of all pupils in regular physical activity.	Playground observation logs, student leadership rotas, pupil voice surveys tracking playground enjoyment, and daily headcounts of children actively participating in the dance zone.
To deliver high-quality PE teacher training and mentorship, specifically focusing on upskilling new staff members in using our core PE curriculum scheme effectively.	With new staff joining our school, means that maintaining a high standard of PE requires continuous input. Providing targeted CPD ensures new teachers are fully confident in delivering high-quality, progressive PE lessons, making our curriculum delivery entirely sustainable long-term.	Key Indicator 1: Increasing confidence, knowledge, and skills of all staff in teaching PE and sport.	Staff confidence surveys (pre- and post-training), formal PE lesson observation notes, learning walks, and completed CPD attendance logs.