

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

Commissioned by



Department
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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	65%	<p>Many pupils had little or no prior swimming experience, which meant they lacked confidence in the water and required additional support to develop basic water safety and swimming skills before progressing to more advanced activities.</p> <p>Evidenced on PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	50%	<p>Pupils struggled to remember and apply correct swimming techniques.</p> <p>Evidenced on PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>
3. Perform safe self-rescue in different water-based situations	27%	<p>Evidenced on PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>

Review of the last academic year (2024/2025)

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>Introduction of GetSet4PE supported increasing confidence and knowledge in all staff.</p> <p>Staff have access to support from PE leader with all units plus teacher videos on the GetSet4PE website.</p> <p>IMPACT (external company) provided additional training for teachers to support CPD.</p>	<p>CPD to be further extended to support staff.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>IMPACT and Inspire Days to promote engagement and provide children with a range of opportunities to experience a variety of sports (archery, korfbal, ultimate frisbee). Positive pupil voice following the inspire days.</p> <p>Lesson monitoring showed high engagement from children in all lessons.</p> <p>IMPACT (external company) provided training to Sports Leaders to lead games at break and lunch time. Children have a</p> <p>More children are engaged with physical Children have access to a wide range of adult-led activities. - All children participate in regular physical activity through high quality PE lessons</p>	<p>A small percentage of pupils still enjoy using other zones around the school as they do not enjoy physical activities.</p>



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	<p>IMPACT and Inspire Days to promote engagement and provide children with a range of opportunities to experience a variety of sports (archery, korfbal, ultimate frisbee). Positive pupil voice following the inspire days.</p> <p>PE achievements are celebrated in assemblies and pictures are added to a PE display board.</p>	<p>Continue to develop our offer and provide additional opportunities to experience a variety of sports during unstructured times.</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>We continue to offer a wider range of sports across the curriculum for all pupils including Quidditch.</p> <p>Girls had equal access to external competitions and events to promote engagement.</p> <p>Extra curricular – netball, hockey, dodgeball, football, running club</p>	<p>Use pupil voice to see how this could be developed further.</p>
5. Increasing participation in competitive sport	<p>All pupils had multiple opportunities throughout the year to participate in intra-school competitions.</p> <p>Additional opportunities for swimming gala, netball competitions, running competitions, hockey tournaments and football matches.</p>	<p>Use pupil voice to see how this could be developed further.</p>

Aims for the next academic year (2025/2026)

Aim	Why?	Key Area	Supporting evidence
Develop a broader extra-curricular sports programme that reflects pupil interests and increases participation.	Providing a wider range of clubs and activities based on pupil voice helps engage more children, particularly those who may not traditionally participate in sport. It encourages lifelong participation in physical activity, improves wellbeing and ensures equal opportunities for all pupils.	Extra curricular provision and participation	<ul style="list-style-type: none"> - Conduct pupil voice surveys to identify preferred sports and activities. - Introduce new clubs that reflect pupil interests and address participation gaps. - Registers demonstrate increased attendance and sustained engagement throughout the year. - Positive pupil feedback indicates greater enjoyment and satisfaction with the extra-curricular offer.
Enhance the quality of monitoring and evaluation of PE provision for identified target groups (e.g. girls, pupils eligible for Pupil Premium and pupils with SEND).	Monitoring targeted groups ensures PE is inclusive, barriers to participation are identified and addressed, and all pupils have equitable access to high-quality PE and physical activity.	Inclusion and participation	<ul style="list-style-type: none"> - Participation data collected and analysed termly by target group. - Action plans implemented where participation is low. - Learning walks, pupil voice and observations demonstrate inclusive practice. - Increased participation and engagement from identified groups.

Aims for the next academic year (2025/2026)

Aim	Why?	Key Area	Supporting evidence
Provide new Sports Captains with leadership training and opportunities to promote physical activity during break and lunchtime.	Developing pupil leaders increases leadership skills while encouraging more pupils to be active outside curriculum time, supporting healthy lifestyles and positive play.	Leadership and active opportunities	<ul style="list-style-type: none"> - Sports Captains complete leadership training. - Regular lunchtime and break-time activities are organised and led by Sports Captains. - Increased pupil participation in active play opportunities. - Pupil surveys demonstrate positive impact on activity levels and playground engagement.
Increase teacher knowledge, confidence and competence in delivering high-quality PE lessons.	Confident teachers deliver more engaging, progressive and inclusive lessons, leading to improved pupil outcomes and sustainable improvements in PE provision across the school.	Teaching and professional development	<ul style="list-style-type: none"> - Staff complete CPD linked to identified areas of need. - Teacher confidence surveys show improved self-assessment. - Lesson observations demonstrate improved teaching practice. - Increased staff independence in planning and delivering PE without external support.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- 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

Your objective: Enhance the quality of monitoring and evaluation of PE provision for identified target groups (e.g. girls, pupils eligible for Pupil Premium and pupils with SEND).

	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 is inclusive and equitable, with barriers to participation identified and addressed so that all pupils can access and succeed in physical activity.	<ul style="list-style-type: none"> • Establish a clear monitoring system for participation, attainment and engagement. • Analyse data for targeted groups regularly. • Gather pupil voice to identify barriers and preferences. • Adapt provision, clubs and interventions to support identified needs. • Use lesson observations and learning walks to evaluate inclusivity and quality of provision. 	<ul style="list-style-type: none"> • Increased participation and engagement from targeted groups. • Improved confidence and attitudes towards PE. • Barriers to participation are identified and reduced. • PE provision becomes more responsive to pupil needs. 	<ul style="list-style-type: none"> • Pupil voice surveys. • Learning walks and lesson observations. • Club registers showing engagement of targeted groups.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	All pupils are able to participate fully in PE, regardless of their needs, abilities, or backgrounds. Barriers to participation are identified early and appropriate adaptations are made, leading to increased engagement, confidence, enjoyment, and achievement in physical activity. Pupils develop positive attitudes towards being active, improve their physical competence and wellbeing, and feel valued and included.	Improvements are sustainable because inclusive practices become part of routine PE planning, teaching, and assessment. Staff consistently identify and remove barriers to participation, use adaptive teaching strategies, and regularly review pupil needs.	<p>Increased participation rates in PE lessons and extracurricular activities across all pupil groups.</p> <p>Lesson observations demonstrating effective adaptive teaching and inclusive practice.</p> <p>Pupil voice surveys or interviews indicating that pupils feel included, confident, and enjoy PE.</p>	

Your objective: Provide Sports Captains with training and opportunities to promote physical activity during break and lunchtime.

	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 develop pupil leadership skills and create a culture where pupils actively encourage and support others to be physically active throughout the school day.	<ul style="list-style-type: none"> • Deliver Sports Captain leadership training focused on organisation, communication and inclusion. • Allocate responsibilities for leading playground activities and promoting clubs/events. • Introduce structured active play opportunities at break and lunchtime. • Support Sports Captains to gather pupil feedback and suggest improvements. 	<ul style="list-style-type: none"> • Sports Captains demonstrate increased confidence and leadership skills. • More pupils participate in active play during social times. • Improved engagement from less active pupils. • A stronger whole-school culture of physical activity develops. 	<ul style="list-style-type: none"> • Timetables of pupil-led activities. • Playground observations. • Pupil voice feedback. • Participation records for lunchtime activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	Pupils develop confidence, responsibility, communication, and leadership skills through meaningful opportunities to lead and promote physical activity. Pupil leaders act as positive role models, encouraging their peers to participate in a wider range of activities and fostering a more active school culture.	Ongoing pupil training ensures that these improvements are sustainable. This is delivered by IMPACT sports to ensure that training is consistent.	<p>Training materials for pupils including timetables and rotas.</p> <p>Pupil voice surveys/interviews showing that pupils feel confident, valued, and motivated to take part in physical activity.</p> <p>Playground observations during unstructured times to establish the impact of having sport captains.</p>	

Your objective: Increase teacher knowledge, confidence and competence in delivering high-quality PE lessons.

	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 have the knowledge and skills to deliver engaging, progressive and inclusive PE lessons that develop pupils' physical literacy and enjoyment of sport.	<ul style="list-style-type: none"> Identify staff training needs through confidence audits and monitoring. Provide targeted CPD opportunities and support from PE specialists. Share high-quality resources, planning and assessment approaches. Encourage staff collaboration and peer observation. Develop consistency in PE teaching across the school. 	<ul style="list-style-type: none"> Increased teacher confidence and subject knowledge. Improved consistency and quality of PE lessons. Pupils experience progressive learning and improved skill development. Staff feel more confident adapting lessons to meet the needs of all pupils. 	<ul style="list-style-type: none"> Staff confidence questionnaires. Lesson observations and learning walks Curriculum planning documents. Teacher feedback and pupil outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	<p>Improved quality and consistency of PE teaching across the school.</p> <p>Increased staff confidence in planning and delivering progressive PE lessons.</p> <p>Greater inclusion and access for all pupils, including those with additional needs.</p> <p>Improved pupil physical skills, confidence, and understanding of movement.</p>	These improvements are sustainable because staff development is embedded into the school's ongoing approach to PE rather than relying on one-off training. Continued professional learning, shared resources, collaborative planning, and regular monitoring ensure that staff maintain the knowledge and confidence to deliver high-quality, progressive, and inclusive PE lessons.	<ul style="list-style-type: none"> Lesson observations Assessment data Pupil voice 	

Your objective: Develop a broader extra-curricular sports programme that reflects pupil interests and increases participation.

	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 wider range of sporting opportunities that engage more pupils, encourage lifelong participation in physical activity and ensure all children have the opportunity to take part in activities they enjoy.	<ul style="list-style-type: none"> • Use pupil voice to identify sports and activities that pupils would like to participate in. • Review current extra-curricular provision and identify gaps in participation and offer. • Introduce a wider range of clubs, including activities that appeal to different interests, abilities and age groups. 	<ul style="list-style-type: none"> • Increased participation in extra-curricular sports clubs across the school. • More pupils, including targeted groups, engage in regular physical activity beyond PE lessons. • Pupils develop new skills, confidence and enjoyment in a wider range of activities. • A positive culture of participation and active lifestyles is embedded across the school. 	<ul style="list-style-type: none"> • Pupil voice surveys informing club choices. • Extra-curricular club registers and participation data. • Monitoring of participation by year group, gender, SEND and Pupil Premium.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	
Evaluate (Complete in July)	Pupils actively engage with the extra-curricular sports programme and have expressed increased interest in accessing a wider range of sporting opportunities. Participation has grown, particularly in football and dodgeball clubs, demonstrating increased enthusiasm, engagement, and enjoyment of physical activity beyond curriculum PE.	Extra-curricular programme is responsive to pupil interests and embedded within the schools ongoing physical activity offer. Regularly gathering pupil feedback, reviewing participation levels, and adapting the range of activities ensures that opportunities remain relevant and engaging.	<ul style="list-style-type: none"> • After school club registers and attendance records • Pupil voice surveys and feedback • Staff feedback 	