



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



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Review of the last academic year (2024/2025)



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<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	The offer of swimming lessons for every child in year 3 moving into year 4 at the school.	Not all pupils achieved their swimming targets to meet the national curriculum
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Some pupils have still not achieved the required standard so need further support. In addition, we found that a term was not long enough for some to be able to secure skills, so longer may be needed.
3. Perform safe self-rescue in different water-based situations	Add text here	Some pupils have still not achieved the required standard so need further support. In addition, we found that a term was not long enough for some to be able to secure skills, so longer may be needed.

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff confidence in PE has continued to grow through shadowing and team teaching alongside sports coaches. Regular updates from PE Lead meetings are shared to support all staff. Since taking on the role in Spring 2, the new PE Lead has received CPD and successfully cascaded this training to the wider team.</p>	<p>Some staff still feel less confident in certain areas of PE, particularly gymnastics and dance.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>The Mile a Day and movement breaks are firmly embedded in our school routine, ensuring daily physical activity for all pupils. In addition, children have regular opportunities to take part in structured games during lunchtime.</p>	

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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Since Spring 2025, the new PE Lead has received CPD focused on areas of the curriculum where staff feel less confident, such as dance, and will cascade this training to staff in Autumn 2025. The profile of Sports Leaders has also been raised, with older pupils receiving training to work alongside the PE Lead in promoting and enhancing the profile of PE across the school.</p>	<p>Whole-school participation in physical activity initiatives (e.g. Sports Leaders programme, inter-house competitions, and active learning opportunities)</p> <p>PE and sport to be celebrated regularly through assemblies, displays, and school communications.</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>A broader range of sports and activities was introduced, including non-traditional options such as dance, yoga, and fitness circuits, alongside team games.</p> <p>Both boys and girls were actively encouraged to take part in all sports, helping to reduce gender stereotypes and ensure equal access to opportunities.</p> <p>Use of male and female Sports Leaders, staff, and visiting coaches promoted equality and inspired all pupils to get involved.</p>	<p>The range of extracurricular clubs and activities was still limited, meaning some pupils, particularly those less confident or less interested in traditional sports, had fewer opportunities to participate.</p> <p>Competitive opportunities, including mixed-gender or inter-school events, were not consistently available for all pupils.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Add text here</p>	<p>Opportunities for pupils to compete in inter-school or local competitions were limited, reducing exposure to competitive sport.</p> <p>There were fewer opportunities for friendly matches or intra-school competitions, limiting experience in both competitive and cooperative play.</p>

Aims for the next academic year (2025/2026)



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<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	Taking place in the Summer term	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Taking place in the Summer term	
3. Perform safe self-rescue in different water-based situations	Taking place in the Summer term	

Your objective:



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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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	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. Staff voice and feedback
	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:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor</p>	<p>Develop Active 60 ensuring all pupils engage in at least 60 minutes of physical activity per day, combining curriculum PE, active breaks, and extracurricular opportunities.</p>	<p>Maintain <i>The Daily Mile</i>, movement breaks, and brain breaks during lessons. Encourage active transitions between classrooms and outdoor areas. Ensure lessons are high-quality, engaging, and inclusive, allowing pupils to be active throughout. Introduce a broad range of activities, including traditional and non-traditional sports, dance, and fitness challenges Offer before- and after-school clubs covering different interests and abilities. Provide lunchtime activity sessions, including structured games led by Sports Leaders. Train staff in ways to integrate movement into lessons. Empower Sports Leaders to organise playground activities and encourage peer participation.</p>	<p>By developing Active 60, we hope to see pupils engaging in at least 60 minutes of physical activity each day, leading to improved fitness, health, and wellbeing. Increased activity is expected to enhance focus, engagement, and behavior in the classroom, while boosting confidence, teamwork, and resilience. Greater participation in PE, clubs, and competitions will promote an inclusive culture where all pupils, regardless of ability or gender, feel motivated to be active. Overall, Active 60 aims to make physical activity a visible and celebrated part of everyday school life, supporting both pupil wellbeing and school pride.</p>	<p>Surveys or questionnaires capturing enjoyment, confidence, and motivation in PE and physical activity. Observations of engagement during lessons, clubs, and playground activities. Reduction in classroom distractions or incidents during periods of increased activity. Teacher feedback on focus, concentration, and participation following active breaks. Evidence of Sports Leaders or peer leaders running activities and motivating others. Feedback from pupils on leadership opportunities and influence</p>



	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:



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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	<p>Early Years Foundation</p> <p>Stage: Building Key Skills</p>	<p>Include short, frequent movement breaks and “active learning” moments during classroom time.</p> <p>Use outdoor play areas and equipment to encourage climbing, running, jumping, and balancing.</p> <p>Deliver regular, focused sessions targeting fundamental movement skills (e.g., hopping, skipping, throwing, catching).</p> <p>Include activities that develop fine motor skills, such as threading, building, and ball manipulation.</p> <p>Use games, obstacle courses, and imaginative play to naturally integrate physical skill development.</p> <p>Encourage cooperative activities that promote teamwork and spatial awareness.</p>	<p>All EYFS pupils demonstrate progress in fundamental movement skills.</p> <p>Children are ready for transition to KS1 P.E. with a strong foundation in physical development.</p> <p>Daily provision of gross motor opportunities (e.g., bikes, climbing frames, obstacle courses).</p> <p>Teacher-led sessions to introduce fundamental movement skills.</p> <p>Observation and assessment against EYFS framework.</p>	<p>Staff observations of children demonstrating fundamental movement skills (running, jumping, hopping, throwing, catching, balancing).</p> <p>Use of checklists or assessment grids to track progress against development milestones.</p> <p>Notes on individual pupils’ improvements in coordination, control, and confidence.</p> <p>Anecdotal evidence of children’s enjoyment, enthusiasm, and willingness to try new physical challenges.</p> <p>Observations of cooperative play, teamwork, and sharing in active tasks.</p>



	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