

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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<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	Pupils had regular access to swimming lessons during Year 5 and Year 6. Swimming sessions helped pupils develop water confidence and familiarity with being in the water.	Only 5% achieved this despite attending swimming lessons for a term in Year 5 and Year 6. A significant number of pupils started with little or no swimming experience and many were not water confident. The majority of lesson time focused on developing confidence in the water rather than swimming proficiency. Travel time and 30-minute lesson durations limited the amount of effective teaching time.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils were introduced to a range of swimming strokes and aquatic skills during lessons. Some pupils demonstrated increased confidence when attempting different stroke techniques in a supported environment.	0% achieved the expected standard. Most pupils remained at the water confidence stage and were not yet ready to develop and apply a range of strokes effectively. Limited lesson time and infrequent access to swimming restricted opportunities for skill development and practice.
3. Perform safe self-rescue in different water-based situations	100% of pupils achieved this outcome. All pupils demonstrated an understanding of water safety and could perform age-appropriate self-rescue techniques. This reflects the strong emphasis placed on water safety throughout the swimming programme.	Although all pupils achieved self-rescue skills, this did not translate into increased swimming proficiency. More curriculum time was required to develop swimming technique and endurance alongside water safety knowledge.

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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	Specialist coaches supported staff through modelling and co-delivery. Get Set 4 PE provided consistent planning and assessment resources.	Staff continued to rely on specialist coaches for some PE delivery. More opportunities were needed for staff to lead lessons independently and share good practice.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Breakfast club and lunchtime sports clubs increased opportunities for daily physical activity. New equipment enhanced playtimes and lunchtimes.	Engagement was strongest in organised activities; further work was needed to engage less active pupil interests and develop sustainable staff-led provision.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Sports Leaders were trained to support active playtimes and promote participation. Pupils attended WASP and PASS events, raising the profile of sport across the school.	Sports Leaders required further training and support to lead activities confidently and independently.
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	Wild Tribe and extra-curricular clubs provided additional opportunities beyond curriculum PE. Swimming provision was maintained for Year 6 pupils.	The club offer was initially narrow and did not fully reflect pupil interests. Swimming outcomes remained low despite significant expenditure on lessons and transport.
5. Increasing participation in competitive sport	Pupils participated in WASP and PASS competitions and festivals, with opportunities offered across different year groups.	Transport and staffing constraints limited the number and variety of competitive events the school could attend.

Aims for the next academic year (2025/2026)



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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	The three-week pop-up swimming pool was a huge success. All KS2 pupils accessed daily 30-minute swimming lessons, significantly increasing time spent in the water compared to previous years. Pupils made rapid progress in water confidence, stamina and swimming technique. 72% of pupils achieved the expected standard of swimming 25 metres by the end of the programme.	Although outcomes improved significantly, some pupils still require further support to achieve the 25-metre standard. Pupils who began the programme as non-swimmers or with significant water anxiety required additional time to develop confidence before focusing on swimming proficiency.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Daily swimming sessions enabled pupils to practise and refine a range of swimming strokes more consistently. Pupils demonstrated increased confidence when using front crawl, backstroke and breaststroke techniques. 72% of pupils achieved the expected standard by the end of the programme.	Some pupils are still developing the coordination and technique required to use a range of strokes effectively. Further opportunities to consolidate skills would support continued progress.
3. Perform safe self-rescue in different water-based situations	Water safety was embedded throughout the three-week programme. Pupils developed a strong understanding of how to stay safe in and around water and practised self-rescue techniques in a controlled environment. 76% of pupils achieved this outcome.	A small number of pupils would benefit from revisiting and reinforcing self-rescue techniques to ensure long-term retention of skills and confidence in different aquatic environments.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improve staff confidence and expertise in PE	To improve the quality and sustainability of PE provision	1	Coaches, CPD and Get Set 4 PE supported staff development and curriculum delivery.
Increase physical activity levels for all pupils	To support fitness, wellbeing and positive behaviour	2	Breakfast club, lunchtime sports and new equipment increased participation in physical activity.
Raise the profile of PE and sport across school	To encourage active lifestyles and pupil leadership	3	Sports Leaders were trained and pupils participated in WASP and PASS events.
Broaden opportunities in sport and physical activity	To engage more pupils and increase participation	4	Wild Tribe, extra-curricular clubs and swimming lessons provided a wider range of experiences.
Increase participation in competitive sport	To develop teamwork, resilience and sportsmanship	5	Pupils attended a range of WASP and PASS competitions and festivals.

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 (Complete now and monitor)	Increase daily physical activity and active play opportunities for all pupils, particularly less active pupils, girls and pupils with SEND.	Embed use of the Daily Mile track across the school, introduce whole-school activity challenges, develop structured lunchtime provision through sports coaches and Sports Leaders, and enhance playground provision through basketball hoops, goals, playground markings, playground equipment and improved woodland access.	Increased participation in physical activity during playtimes and lunchtimes, improved fitness and wellbeing, greater engagement from less active pupils and a reduction in behaviour incidents at breaktimes.	Daily Mile track funded through the London Marathon Foundation; Santa Dash launch event; whole-school marathon challenge; increased playground provision including basketball hoops, multi-use goals and improved outdoor spaces; pupil voice and behaviour records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased use of playground facilities, including the Daily Mile track, basketball hoops and multi-use goals. Pupils are engaging in a wider range of physical activities at playtimes and lunchtimes, with particular enthusiasm for whole-school activity challenges and active play opportunities.	The Daily Mile track, playground markings, basketball hoops and goals provide long-term resources that can be used by future cohorts. Sports Leader training and staff development will build capacity within the school to sustain active play opportunities without ongoing reliance on external support.	Pupil voice surveys; lunchtime observations; behaviour logs; participation data from clubs and physical activity challenges; monitoring of playground usage.	£3000

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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)	Develop a sustainable Sports Leader programme that supports active and inclusive playtimes.	Provide annual Sports Leader training, ongoing coaching and mentoring, establish clear expectations for Buckets of Fun activities and create leadership opportunities for pupils to organise games and physical activities.	Confident Sports Leaders who can organise activities independently, increased participation during breaktimes and improved leadership, communication and teamwork skills.	Sports Leader and pupil voice surveys, lunchtime observations and behaviour data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Sports Leaders are starting to lead activities and support active playtimes. Pupils have accessed organised games through the Buckets of Fun initiative, resulting in increased participation during breaktimes. Pupils demonstrate greater leadership and communication skills.	Sports Leaders will be trained annually, with experienced leaders supporting the development of new recruits. Clear systems for equipment management and activity organisation will ensure the programme becomes embedded within school routines. Staff support and mentoring will continue to build leadership capacity and ensure long-term sustainability.	Pupil voice surveys and feedback. Lunchtime observations. Behaviour data showing engagement during playtimes. Record of Sports Leaders and leadership activities.	£500

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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 swimming attainment, water confidence and water safety outcomes for pupils in Key Stage 2.	Provide an intensive three-week pop-up swimming pool programme, ensuring all KS2 pupils access daily 30-minute swimming lessons and targeted support for non-swimmers and less confident swimmers using a pop up swimming pool that is permanently on site.	More pupils achieving National Curriculum swimming expectations, improved water confidence, increased ability to swim 25 metres and improved self-rescue skills.	Previous swimming outcomes demonstrated limited impact from weekly lessons that required significant transport costs. Daily intensive lessons through the pop-up pool increase time in the water and enable faster progress and greater confidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Improved water confidence and swimming ability across Key Stage 2, with more pupils able to swim independently and demonstrate a range of strokes. The intensive daily lessons provided significantly more time in the water than previous weekly sessions, enabling accelerated progress and increased confidence. Pupils developed a greater understanding of water safety and self-rescue techniques.	Swimming assessments will be used to identify pupils requiring further support and inform future provision. The intensive swimming model provides a more effective approach than previous transport-dependent lessons and can be repeated in future years where funding allows. HLTA involved has developed a stronger understanding of swimming assessment and water safety requirements, supporting ongoing monitoring of attainment.	Swimming assessment data before and after the programme. Percentage of pupils achieving 25 metres, a range of strokes and safe self-rescue. Pupil voice surveys demonstrating increased confidence in water. Attendance records for swimming sessions. Comparison with previous Year 6 swimming outcomes. Observation records from swimming instructors and school staff.	£9000

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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)	Broaden the range of sports and physical activities available to pupils.	Continue Wild Tribe provision, expand extra-curricular club opportunities, use pupil voice to inform provision, such as the addition of a gymnastics club, provide opportunities in non-traditional sports and ensure activities are accessible for all pupils.	Increased participation in clubs, greater engagement from girls and less active pupils, and more pupils finding activities they enjoy and continue beyond school.	Pupil surveys identified a need for greater variety. Introduction of gymnastics increased participation and demonstrated the importance of responding to pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An increased number of pupils participating in clubs and enrichment activities, with greater engagement from girls, disadvantaged pupils and pupils with SEND. Pupil voice demonstrates that offering a broader range of activities increases participation and enjoyment, with more pupils identifying physical activities they want to continue beyond school.	Provision will continue to be shaped through regular pupil voice, ensuring activities reflect pupils' interests and needs. Staff will continue to develop a wider range of clubs and activities, while Wild Tribe and established enrichment opportunities will become embedded within the school's wider physical activity offer.	Extra-curricular club registers and attendance records. Pupil voice surveys and questionnaires. Participation data for disadvantaged pupils, SEND pupils and girls. Wild Tribe participation records. Monitoring of uptake in new clubs and activities. Feedback from pupils, staff and parents.	£3000

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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)	Continue to improve the quality and sustainability of PE provision through specialist coaching and staff development.	Continue to employ specialist sports coaches to support curriculum PE, model high-quality teaching, provide team teaching opportunities, develop staff confidence and deliver structured lunchtime activity programmes.	Improved quality of PE teaching, increased staff confidence, higher pupil attainment in PE and increased participation in physical activity throughout the school day.	Specialist coaches provide staff mentoring, modelling and curriculum support whilst also increasing opportunities for pupils to be active at lunchtimes. This supports sustainability by developing staff knowledge and confidence rather than simply delivering lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE lessons are consistently high quality, with pupils demonstrating good engagement, skill development and understanding of key concepts. Staff confidence in teaching PE has increased through team teaching, modelling and access to specialist expertise. Structured lunchtime activities have increased participation in physical activity and provided purposeful opportunities for pupils to be active throughout the school day.	Specialist coaches work alongside school staff to develop confidence, subject knowledge and teaching skills, ensuring expertise remains within the school. Staff will utilise Get Set 4 PE resources and continue to share effective practice, reducing reliance on external support over time. Established lunchtime provision and trained staff will ensure opportunities for physical activity continue beyond the funding period.	PE monitoring and lesson observations. Staff voice and confidence surveys. Get Set 4 PE planning and assessment records. Pupil voice surveys. Participation rates in PE lessons and lunchtime activities. Curriculum monitoring and assessment information. Behaviour and engagement records during structured lunchtime activities.	£10,500