



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	Most pupils achieved the expected standard by the end of Year 6 and showed increased confidence and stamina in the water. The majority of pupils were able to swim 25 metres independently by the end of the programme.	A small group of pupils did not meet the expected standard and would benefit from additional targeted swimming opportunities to further develop confidence and endurance.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most pupils were able to demonstrate a range of strokes with increasing confidence and control. Stroke technique improved throughout the programme, enabling the majority to meet National Curriculum expectations.	Some pupils lacked consistency across all four strokes and required further practice to refine technique, particularly breaststroke.
3. Perform safe self-rescue in different water-based situations	Pupils demonstrated an understanding of basic water safety and safe self-rescue techniques. Demonstrating good progress and confidence.	Additional practice would further embed these important life-saving skills.

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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	A clear whole-school PE curriculum and progression roadmap was introduced, giving staff greater clarity on progression, expectations and coverage across all year groups. Regular PE monitoring, enabling strengths and areas for development to be identified and discussed with staff. Staff had access to high-quality planning resources, supporting consistent delivery of PE lessons across the school. PE leadership became more visible through regular communication, curriculum development and support for colleagues.	Some staff would benefit from additional CPD in areas where confidence is lower, ensuring high-quality teaching is consistent across all aspects of the PE curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Weekly inter-house competitions were introduced, significantly increasing opportunities for all pupils to participate in competitive and inclusive physical activity. A wider range of extra-curricular clubs and sporting opportunities were offered, increasing participation across the school. Sports Leaders were introduced to support lunchtime activities, increasing opportunities for pupils to be active outside curriculum lessons. Pupil voice was gathered and used to shape the PE and extra-curricular offer, helping ensure activities reflected pupils' interests and encouraged greater participation.	Although participation increased, there remains scope to further engage the least active pupils and monitor participation of key groups, including SEND, disadvantaged pupils and girls. Students and parents expressed they would like to see more opportunities for regular team sports to be introduced.

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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	The profile of PE was raised through the introduction of weekly House Games. Sports Leaders were introduced, providing pupils with meaningful leadership opportunities and promoting positive sporting role models across the school. PE monitoring, pupil voice and staff voice helped inform whole-school improvements and future planning..	Further opportunities could be created to celebrate sporting achievements beyond school, strengthening links with community clubs and encouraging lifelong participation. Opportunities will be explored to try and find local sports leaders and athletes to speak with students as part of an inspirational assembly.
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	A broad curriculum and extra-curricular offer provided pupils with opportunities to experience a wide range of sports and physical activities. Pupil voice was used to help shape clubs and activities, ensuring provision reflected pupils' interests. Weekly House Games ensured all pupils had regular opportunities to participate regardless of ability. Equal opportunities were provided for boys and girls to participate in PE, clubs and competitions throughout the year.	Participation of different pupil groups, including girls and disadvantaged pupils, should continue to be monitored to ensure all pupils access opportunities equally. Continue to introduce alternative activities that appeal to pupils who are less engaged in traditional sports.
5. Increasing participation in competitive sport	Weekly inter-house competitions significantly increased opportunities for all pupils to experience inclusive competition. Pupils represented the school in a wide range of local competitions and festivals across different year groups. Competition focused on teamwork, determination, respect and participation alongside performance, encouraging greater engagement from all pupils. Sports Leaders supported the organisation and delivery of competitive events, helping embed competition across the school.	Further opportunities should be developed for the least active pupils to experience competition in a supportive environment. Continue to increase participation in inter-school competitions where possible and monitor engagement across different pupil groups.

Plan, monitor and evaluate (2025/2026)

Your objective: Develop regular school team sport through inter-school fixtures and competitions.



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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)	To establish regular school teams that provide pupils with meaningful opportunities to represent the school, develop teamwork and resilience, and participate in competitive sport beyond school.	Establish school football teams and introduce trials where appropriate. Enter local fixtures, festivals and School Games competitions across a range of sports. Deliver extra-curricular clubs that prepare pupils for competition. Ensure opportunities are available for boys and girls across different year groups. Celebrate participation and achievements through assemblies and newsletters.	Increased participation in team sports participation More pupils representing the school throughout the academic year. Improved confidence, teamwork and sporting behaviour. Stronger links between PE lessons, extra-curricular clubs and competitive sport.	Fixture calendar. Registers of pupils representing the school. Competition results. Club attendance records. Pupil voice. School Games Mark evidence. Assembly/newsletter celebrations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Plan, monitor and evaluate (2025/2026)

Your objective: Embed an inclusive whole-school House Games programme



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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)	To provide every pupil with regular, enjoyable and inclusive opportunities to participate in competition through a structured House Games programme that promotes the School Games values.	Deliver half-termly House Games across the school. Ensure every pupil represents their house in a variety of sporting activities. Reward teamwork, determination, respect, honesty and self-belief alongside sporting success. Use Sports Leaders to support the organisation and delivery of events. Celebrate house achievements through assemblies and displays.	Every pupil participates in competitive sport during the year. Increased enthusiasm and engagement in PE and physical activity. Improved teamwork, resilience and sense of belonging. Competition becomes an inclusive experience rather than one focused solely on winning.	House Games calendar. Participation records. House point totals. Photographs. Pupil voice. Celebration assemblies. School Games evidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Plan, monitor and evaluate (2025/2026)

Your objective: Develop pupil leadership through Sports



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Leaders.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop pupils' confidence, leadership and communication skills by expanding opportunities for Sports Leaders to support physical activity across the school.	Recruit and train a new cohort of Sports Leaders. Provide leadership training and clearly defined roles. Enable Sports Leaders to organise lunchtime activities, support PE lessons and assist with House Games and Sports Day. Encourage leaders to act as positive role models for younger pupils. Monitor and review the effectiveness of the programme through regular meetings and pupil feedback.	Increased confidence and leadership skills among Sports Leaders. More pupils actively engaged during lunchtimes and sporting events. Greater pupil ownership of PE and school sport. A sustainable leadership programme that supports physical activity across the school.	Sports Leader applications. Leadership training records. Timetables and rotas. Pupil voice. Staff observations. Photographs. Leadership evaluations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				