





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

association for Physical Education

YOUTH SPORT TRUST

Swimming & 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	Upward trend in the swimming data. More children are swimming 5m or more. Additional weekly swimming sessions for children with additional needs who won't meet the swimming requirements during core swimming took place throughout the year.	Whilst there has been an upward trend in the swimming data, we would like more children to be able to swim 25m or more.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	More children confident with front crawl and back stroke	Children are less able to swim breast stroke and very few can do butterfly.
3. Perform safe self-rescue in different water-based situations	Theory sessions on how to perform self rescue techniques delivered using ASA information. Children taught in pool sessions on what to do if they get into trouble.	Not much time dedicated to self rescue strategies.

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	Two members of the PE team attended the boxing pad work introductory tutor course.	N/A Numerous courses and professional development opportunities were accessed by the PE team.

	Two members of the PE team attended the GB Intermediate Gymnastics course. One member of the PE team attended the GB Introduction to Gymnastics course. Two members of the PE team passed the MIDAS minibus training. One member of the PE team attended the level 2 Dodgeball course.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	2 hours of weekly PE lessons are timetabled. Termly Intra competitions took place for all year groups. Whole school sports day for all year groups. Opportunities to cycle during the school day, and to participate in the Bikeability Level 1 and 2 training. A 'daily mile' session has been introduced to all year groups.	N/A We are happy with the regular physical activities we offer.

	Active lunchtimes in both playgrounds are operational on a daily basis.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	28 new sports leaders were trained to run activities in both KS1 & KS2 playgrounds during lunchtime. Celebration assemblies were carried out to highlight children showing the paralympic and Olympic values. International carnival day took place whereby the whole school engaged in dances from around the world. A range of breakfast club sports activities delivered.	N/A PE is highly thought of throughout the school from SMT to staff and pupils.
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 weekly family 'Wheels' club took place throughout the year. Children accessed bikes and scooters. A large and varied after school club programme is offered to all pupils.	N/A We offer a wide and varied curriculum and extra-curricular programme.

	A varied curriculum offer is in place to encourage children to access a wide range of activities so that they can decide on the activities they would like to pursue for lifelong participation.	
5. Increasing participation in competitive sport	A range of sports competitions, festivals and girls only days took place throughout the year across both key stages. Termly Intra competitions took place for all year groups.	N/A All children access competitive sport either inter or intra. This includes SEND, Girls and Boys activities.

2025-2026

Swimming & 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	A two week intensive programme took place for all children in year 6. All children made progress.	Due to the extreme heat in London 36 degrees on two consecutive days, the last two days of swimming were cancelled.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	More able swimmers were practising and improving their technique in a range of strokes. Less able swimmers were gaining confidence in swimming on their front and their back.	Nothing. All children made some progress from the first lesson.
3. Perform safe self-rescue in different water-based situations	All children were taught some self rescue techniques from treading water to being able to get themselves upright.	Nothing. All children made some progress from the first lesson.

AIM	WHY?	KEY AREA	SUPPORTING EVIDENCE
Two members of the PE team will attend the BG Intermediate gymnastics course.	To upskills those members of staff that have team taught with the subject leader, having already gained the beginners course certificate.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Certificate achieved.

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2025-2026

All of the PE team will attend the LTA tennis teacher training course.	To upskill all members of staff as this will feed into curriculum delivery.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Course attended.
Provide single sex PE lessons for upper key stage 2.	To encourage girls to become more confident and perform in areas they are not necessarily skilled in or would otherwise choose.	Raising the profile of PE and sport across the school, to support whole school improvement.	Curriculum coverage
Enter a range of competitions and festivals. Including Girls only and SEND.	To allow a range of pupils (not just those good at sports) to represent the school.	Increasing participation in competitive sport.	Competition calendar
To become affiliated to the association for PE and the YST.	To access quality resources, professional support, and valuable services to improve PE, school sport, and physical activity	Benefits include staying updated on best practices, connecting with other professionals in the sector, and obtaining support for planning, teaching, and assessing high-quality PE programs.	Affiliated memberships
To provide top up swimming.	To ensure children with additional needs, who may not achieve the 25m in the two-week intensive programme, have	More children are water confident or able to swim.	Weekly Pool time booked.

	additional pool time to ensure progression of skill.		

	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)	Two members of the PE team will attend the BG Intermediate gymnastics course to improve subject knowledge and confidence in delivery.	Book places on the BG website. Allow both adults to team teach with the subject leader.	Confidence in delivery. Increased subject knowledge. Children make greater progress in each lesson and more challenges set.	Course certificate. Learning walks. Team teaching.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff attended the training. Discussions with staff shows new confidence in subject knowledge and a greater understanding how to challenge pupils.	Team teaching has enabled the staff to implement their training.	Course Certificate Some team teaching with the subject leader shows new skills, subject knowledge and confidence has greatly improved.	

	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)	All of the PE team will attend the LTA tennis teacher training course.	Subject leader to carry out online training. Free training for the PE team will be available once training carried out. Timetable day in the spring term.	Increased subject knowledge and ideas to support challenge in all lessons.	CPD carried out in the spring term. Learning walks show skills and new knowledge implemented in lessons.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	New confidence, increased subject knowledge, more ideas to challenge and support all children and ideas for teaching similar skills across different year groups has been gained.	Very. Numerous members of the PE team teach tennis in the summer term to different year groups, allowing new knowledge to be put into practice.	CPD carried out. Discussions about lesson plans and what this looks like across different year groups took place. All skills were physically	

			carried out and the STEP process was used for differentiation.	

	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 become affiliated to the association for PE, YST and TTLT Sports Hub.	Subscribe to all three associations. Weekly visits to the websites for updated news, cpd and health and safety notices. Access TTLT termly subject leader meetings.	Ongoing health and safety advice sought, access to cpd and webinars to support subject leader's knowledge. Access to competitions and festivals so all children can experience sporting fixtures. Networking with other colleagues to share best practice.	New initiatives and news shared with the PE team. Subject leader meetings attended.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**

Evaluate (Complete in July)	Visits to the websites for updated news, cpd and health and safety notices has enabled the subject leader to impart knowledge to the PE team in weekly meetings.	Yes, this keeps the PE team abreast of new developments and up to date with any new initiatives from the government or the subject association.	Shared knowledge with the PE team in meetings. Discussions with the Trust Sports Hub Director. Personal subject knowledge informing practice.	

	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 Bikeability. To continue to run a weekly family 'Wheels' club.	Plan and timetable Bikeability into the academic year. Provide bikes and scooters that will be used throughout the year. Provide maintenance for both school and children's own equipment.	To give children the skills and confidence to cycle safely on roads**.** To promote physical health, mental well-being, and social connections for both students and parents.	Cycling sessions planned for each year group across the school. Weekly family bike and scooter club.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children across the school have had balance bikes, learn to ride, level 1 and level 2 bikeability training.	This is an ongoing programme that is planned into the curriculum.	Registers show the numbers of children accessing the training.	

	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 an additional Table Tennis table for use at play, Lunch times and an after school club.	Purchase an additional table with equipment. Set table up in the KS2 playground.	More children accessing a range of different activities during active play time. To provide a sport that improves physical skills like hand-eye coordination.	Table tennis table set up in the playground and children using them. Table tennis club running.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An additional table has enabled more children to play at play and lunch times.	All children can access the tables in the KS2 playgrounds every day.	Table bought and in place in the KS2 playground. Children using the table daily.	

	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 further develop SEND Swimming.	Deliver additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum – due to their specific needs.	Improved strength, balance, and coordination, while also providing a calming sensory experience that can reduce anxiety and boost self-confidence. Children are more water confident and able to swim with either support	SEND swimming booked. Weekly lessons provided. Baseline data and end assessment information. Swimming lesson observations.

			or unaided.	
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	SEND swimming has taken place weekly throughout the academic year enabling all children to become more water confident.	This is an ongoing programme that is built into the curriculum.	Weekly lessons take place. Children are more confident in the water. Children look forward to going swimming every week.	

	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 identify targeted children to attend additional gymnastics sessions. These will include boys, SEND and those that need to improve their gross motor skills.	Run 3 additional weekly gym clubs for targeted children. These will run at lunchtime and after school.	Increased knowledge and skill level of those children attending.	Clubs' registers

	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Numerous children over the academic year have benefited from additional gymnastics sessions. Children are more confident in their ability to jump, roll and balance. Their gross motor skills have improved so too has their balance and coordination.	This is an ongoing programme built into the curriculum.	Weekly sessions take place. Observations show greater confidence in movement and skills. Children enjoy the sessions and look forward to them.	