





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

Review of the last academic year (2024/2025)

- 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.*

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	N/A 2025/2026 no Year 6 cohort at present	N/A 2025/2026 no Year 6 cohort at present
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A 2025/2026 no Year 6 cohort at present	N/A 2025/2026 no Year 6 cohort at present
3. Perform safe self-rescue in different water-based situations	N/A 2025/2026 no Year 6 cohort at present	N/A 2025/2026 no Year 6 cohort at present

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium
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	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium
5. Increasing participation in competitive sport	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium
2. Increasing engagement of all pupils in regular physical activity and sporting activities	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium

Aims for the next academic year (2025/2026)

- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- 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

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	N/A New school - Cohort is Reception to Year 1	N/A New school - Cohort is Reception to Year 1
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A New school - Cohort is Reception to Year 1	N/A New school - Cohort is Reception to Year 1
3. Perform safe self-rescue in different water-based situations	N/A New school - Cohort is Reception to Year 1	N/A New school - Cohort is Reception to Year 1

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium
N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium	N/A 2025/2026 is the first year of receiving sport premium

Your objective:

	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 lunchtime play provision to increase activity for least active groups. SEND children and girls are at the focus.	Train up sports leaders to deliver activities. Provide CPD, resources and equipment to enable staff to learn how to deliver activities effectively	Competent sports leaders and staff who are able to plan and deliver fun and engaging activities. A more active playground with children engaging safely in a range of activities. An inclusive playground with activities to support SEND.	Regular observations of lunchtime activities to identify cohorts of children participating. Student voice through discussions. Staff feedback.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff are leading a range of activities and actively seeking children that are not engaged in physical activity during lunch times. Sports leaders have delivered lunchtime sessions once a week for a term. Support staff have grown in confidence and are far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been adapted to suit the needs of SEND pupils through considerate choices of equipment and the types of games played.	Year 12 to run some clubs to bring new ideas and expertise. Potentially Year 9 sports leaders to run a club once a week on a rotation. Provide resources for leaders to give them ideas. If we can get a rotation of leaders on certain days we can utilise indoor and outdoor spaces. Add more resources for support staff to use. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them.	Leaders want to continue to lead activities next year. Student feedback and face to face meetings at the end of year have shown all leaders feel positive and enjoy making a difference for others. Student feedback via student questionnaire was conducted and shows that 95% of children were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - - Do I enjoy lunch time? - Have I joined in with a game with the activity leaders? Staff feedback via staff	**Physical Resources - £2740.88**

Your objective:

	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)	Offer a broad range of curriculum that is inclusive and accessible for EYFS/KS1	We will offer a broad, balanced, and engaging curriculum that is inclusive and accessible for all EYFS and KS1 pupils by providing a range of learning experiences that cater to different abilities, interests, and learning styles. Activities will be adapted independently where necessary to ensure every child can participate confidently and successfully. Through effective differentiation, appropriate resources, and a supportive learning environment, we will promote equality, encourage participation, and enable all children to achieve their full potential.	The intended impact is that all EYFS and KS1 pupils will feel included, engaged, and confident in their learning. Children will make good progress from their individual starting points, demonstrate increased independence, and develop positive attitudes towards learning. Through an inclusive and accessible curriculum, pupils will be motivated to participate, achieve their full potential, and develop the knowledge, skills, and confidence needed for future learning.	Progress will be monitored through ongoing observations, formative and summative assessments, pupil voice, work scrutiny, and regular tracking of individual attainment and progress. Monitoring will also include reviewing participation levels, engagement, and the effectiveness of adaptations and interventions to ensure that all EYFS and KS1 pupils can access the curriculum and make sustained progress from their starting points.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The impact seen has been increased engagement, confidence, and participation among EYFS and KS1 pupils. Children have demonstrated improved independence and have been able to access learning activities successfully through appropriate adaptations and support. Pupils have shown positive attitudes towards learning, increased motivation, and progress from their individual starting points. The inclusive	Yes, these improvements are sustainable as inclusive practices, effective differentiation, and ongoing assessment have been embedded within daily teaching and learning. Staff consistently adapt activities to meet the needs of all pupils, ensuring continued access to a broad and balanced curriculum. Regular monitoring, assessment, and reflection enable teaching approaches to be refined and maintained over time. The focus on developing pupil confidence, independence, and engagement will continue to support sustained progress and positive outcomes for all EYFS and KS1 learners.	A PE tracker has been used as evidence to monitor and track pupil progress across each area of the curriculum. Following the completion of each unit, children were assessed against age-related expectations and identified as meeting, not yet meeting, or exceeding expectations. This robust assessment process allows progress to be monitored effectively, supports future planning, and ensures that teaching approaches can be refined and sustained over time. The continued focus on developing pupil confidence, independence, and engagement will support sustained	**Equipment to develop and support a broader curriculum £5567** **SEND resources £2116**

Your objective:

	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)	Raising the profile of PE and sport across the school, to support whole school improvement	The profile of PE and sport will be raised across the school by providing a broad and engaging PE curriculum, promoting participation in a range of sporting activities, and celebrating pupil achievements through assemblies, displays, newsletters, and social media. Staff will also be supported through professional development opportunities to enhance the quality of some aspects of extra curricular PE provisions such as bikeability and scootability. By promoting the importance of physical activity, health, and wellbeing, PE and sport will contribute positively to whole-school improvement and pupil outcomes.	The impact I hope to see is an increased profile of PE and sport across the school, with higher levels of pupil engagement, participation, and enthusiasm for physical activity. I hope to see children demonstrating improved confidence, teamwork, and enjoyment during PE lessons and extracurricular activities. The promotion of sporting achievements through assemblies, displays, newsletters, and social media should support highlighting success and encourage wider participation. Staff professional development opportunities, including training to support extracurricular provision such as Bikeability and Scootability, will enhance the quality and variety of PE experiences available to pupils.	Successful collaboration with local sports clubs and community organisations to provide pupils with a range of taster sessions across different sporting activities. These opportunities will hope to increase pupil participation, engagement, and awareness of activities available within the local community. These taster sessions will also be used as CPD for staff training.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The impact seen has been increased pupil engagement, participation, and enthusiasm for a wider range of sporting activities. As a result of collaboration with local clubs and the introduction of taster sessions in Dance, Tennis and Basketball pupils have developed greater confidence and awareness of	Strong partnerships have been established with local clubs and community providers, creating ongoing opportunities for taster sessions and enrichment activities. Staff development has also been embedded through observation of these sessions improving confidence in PE delivery. Both student and staff feedback has ensured that provision is continually reviewed and refined. This combination of external partnerships and internal staff upskilling supports the ongoing	Delivery of a range of taster sessions across the year in 4D Dance, Basketball, Dance, and LTA Tennis sessions. These sessions have provided pupils with opportunities to experience a range of activities and develop new skills in a supportive environment. These community links have also offered to extend their involvement by delivering extracurricular clubs in the following	**SCSSP £1266** **Equipment £1915**

Your objective:

	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)	Increasing engagement of all pupils in regular physical activity and sporting activities	The intended impact of increasing engagement of all pupils in regular physical activity and sporting opportunities is that pupils will develop healthier, more active lifestyles. It is expected that participation levels in PE lessons will increase, with pupils showing greater confidence to take part in sport. In addition, pupils will build key life skills such as teamwork, resilience, and communication through regular involvement in physical activity. Over time, this will contribute to improved concentration, behaviour, and attitudes to learning across the wider curriculum, supporting both physical development and whole-school improvement outcomes.	The impact we hope to see is a sustained increase in pupil participation in regular physical activity and sporting opportunities across the school. Pupils will demonstrate higher levels of confidence, enjoyment, and willingness to engage in PE lessons and extracurricular sport. We also expect to see improvements in pupils' physical wellbeing and fundamental movement skills, alongside the development of key personal qualities such as teamwork, resilience, and communication. In the longer term, this will contribute to improved concentration, behaviour, and attitudes to learning across the wider curriculum, supporting overall whole-school improvement and fostering a lifelong positive attitude towards physical activity and healthy lifestyles.	Supporting evidence may include PE participation data showing increased involvement in lessons and pupil voice and questionnaires can evidence enjoyment, confidence, and attitudes towards PE and physical activity. Staff observations can demonstrate improved engagement, behaviour, and skill development during PE lessons. Assessment data, including tracking of fundamental movement skills and attainment against age-related expectations, can show progress over time. Additional evidence may include photographs, displays, newsletters, and social media posts celebrating sporting achievements, as well as links with external providers and community clubs showing sustained engagement and wider opportunities for pupils.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**

This page has been left blank for any notes or supporting information.