

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

Commissioned by



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Review of the last academic year (2024/2025)



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- 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.

<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 meters.	Pupils have responded positively to swimming lessons, with good attendance at lessons this year. Data has remained inline with last year.	Availability of pool time meant the timings of the swimming lessons made this more challenging for pupils as lesson were cut slightly shorter to enable pupils to return for the end of the school day.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils in lessons were provided with the opportunity to develop a range of recognized strokes.	Due to limited pool availability, pupils were given fewer lessons than we would have wished to have provided meaning there was some impact upon the learning.
3. Perform safe self-rescue in different water-based situations	Pupils attended physical swimming lessons also received self rescue learning. A water safety lesson was also delivered in class.	Due to limited pool availability, pupils were given fewer lessons than we would have wished to have provided meaning there was some impact upon the learning.

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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	Staff showed more confidence when delivering sports and spoke more positively about the provision of sports and physical activity within the school.	Some staff feel they need further support to develop their knowledge of individual sports and feel they need more support to plan to include all learners. Behaviour in lessons has been a barrier.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More pupils representing the school at local sporting events and competitions. More pupils were seen to engage with more pe lessons and with activities on the playground.	Some pupils are still reluctant to take part in physical activities as identified by teachers in PE lessons.

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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 sport and PE has been raised within the school with more pupils talking positively about their experiences. Pupils are more vocal about their likes and dislikes and are keener to discuss what future provisions they would like. Pupils better understand how PE and physical activity can benefit their overall health and well being. Teachers are more aware of physical literacy and the benefits physical activity can have on focus within the classroom.	There are still a number of pupils who do not choose to engage fully with PE lessons or sporting opportunities. This was shown through pupil discussions and pupils sharing their feedback about lessons.
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	More new sports were introduced to our pupils and clubs were offered linked to specific local and national initiatives to get more girls playing sports. This included a girl's rugby club linked to the Women's Rugby World Cup. All before and after school clubs that were offered were made available to both boys and girls with equal access to places.	Both boys and girls asked for more single gender clubs. Boys also asked for more sporting events and competitions for boy's teams as some of the local initiatives or events we took part in were for girls only and boys wanted to go to these events too.
5. Increasing participation in competitive sport	More pupils have been given the opportunity to take part in a wider range of sports events and competitions including athletics, invasion games, New Age Kurling and a fun run. Pupils also represented the school at a county final for New Age Kurling. Pupils also took part in intra-school events linked to charity days.	There were limited events available for Key stage 1 pupils so fewer of our younger pupils got to experience competitive sports.

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Aim	Why?	Key Area	Supporting evidence
To increase the amount of physical activity all pupils take part in.	There a number of pupils within the school who currently do not access sporting or physical opportunities either through sports clubs or lunch time provision. These children also often fail to engage fully with PE lessons.	This links to key area 2. <i>Increasing engagement of all pupils in regular physical activity and sporting activities.</i>	Evidence was provided through a pupil voice forum measuring pupils engagement. Data was also provided from afterschool sports clubs showing limited participation.
To develop active lunchtimes to increase physical activity across all pupils.	Physical activity at lunchtime is limited with few opportunities to engage with sports or equipment. Pupils often engage in more unstructured play and behaviour can also be a concern.	This links to key areas 2,3 and 4. - <i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> - <i>Raising the profile of PE and sport across the school, to support whole school improvement</i> - <i>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</i>	Through pupil voice, children have highlighted they would like more sports equipment and games available during lunchtimes. Staff have also highlighted how they feel more planned activity and equipment would support pupils to be more active and make lunchtimes better.
To further develop equal access for both boys and girls to a range of sports including during PE lessons, at afterschool clubs and at external sporting events and competitions.	Girls within school have been more reluctant to engage with PE lessons and have asked for more opportunities to take part in sports. There are a number of large sporting events taking place this academic year which will lend themselves to developing participation from both genders including Women's Rugby World Cup being held in England.	This links to key areas 2,3,4 and 5 - <i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> - <i>Raising the profile of PE and sport across the school, to support whole school improvement</i> - <i>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 girl</i> - <i>Increasing participation in competitive sport</i>	Current data shows that more of our boys are active than our girls. Feedback from female pupils has suggested they would like more sports opportunities which are targeted at girls only as they can feel uncomfortable doing some sports with the boys.
To improve access to sports and PE opportunities and competitions for children with SEND or who are disadvantaged.	Pupils with SEND and from disadvantaged groups are traditionally less likely to access the full range of PE and sports opportunities due to the number of barriers in place such as financial restrictions or physical restrictions.	This links to key areas 2, 4 and 5. - <i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> - <i>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</i> - <i>Increasing participation in competitive sport</i>	Data from sports clubs has shown pupils from SEND and disadvantaged groups do not access as many afterschool clubs. There are also less sporting opportunities and sports competitions for SEND pupils.
To develop staff confidence, skill and provide good quality CPD to deliver PE and sports.	Staff need to have the correct skills and confidence to allow them to deliver high quality and inclusive PE lessons for all pupils.	This links to key area 1. - <i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	Staff feedback has shown they would like more CPD to develop their skills and confidence to plan and deliver quality PE lessons. There are also a number of new staff and ECTs within the school who would benefit from CPD opportunities.

Aims for the next academic year (2025/2026)



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- 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*

<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 meters	Swimming lessons will be provided at a different venue (Weston Favell Academy). This is a school within our academy trust. Lessons provided by a known member of staff with good competency.	Unfortunately, swimming provision was impacted this year by issues with our pool supplier meaning Year 6 lessons did not take place as planned.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A competent member of staff delivered a range of swimming strokes to all pupils.	Unfortunately, swimming provision was impacted this year by issues with our pool supplier meaning Year 6 lessons did not take place as planned.
3. Perform safe self-rescue in different water-based situations	All children across the school were provided with both water safety and self rescue lessons within the classroom. Pupils attending physical lessons also recieved self-rescue learning.	Unfortunately, swimming provision was impacted this year by issues with our pool supplier meaning Year 6 lessons did not take place as planned.

Your objective: To increase the amount of physical activity.



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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	To increase the amount of physical activity completed by all pupils across the school. This will include more children having access to 60 minutes of physical activity per day.	Lunch times - wider range of activities and equipment will be provided for use by all pupils. Before and after school clubs – more before and afterschool clubs will be offered that offer a wider range of activities that will change termly to provide more choice. Consistent PE lessons – staff will be supported to ensure PE lessons are provided in timetabled slots consistently. Sporting opportunities – Pupils will get more opportunity to take part in both intra – school and inter school sports events and competitions. Movement breaks – Staff will be supported to help them understand the need and reasoning for frequent movement breaks through out the day for all pupils	Pupils will see the benefits of frequent physical activity and be able to explain how this impacts positively upon their health and wellbeing. More children will access more before school and afterschool sports clubs and some may go on to access these outside of school. With frequent movement breaks, this should help pupils be more focused and ready to learn in lessons. Pupils will speak more positively about sports and PE and this will be seen through pupil voice and forums.	Data from before and afterschool clubs. Assessment data from PE lessons showing an increase in engagement and enjoyment. Children bringing in awards or certificates of participation from external sports activities. Children having higher levels of stamina and focus.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils are more active during the day due to the new equipment and opportunities. More classes are also using movement breaks during lessons and the number of sports and physical activity clubs has increased.	Clubs will continue to be run both before and afterschool, with a move towards making these parent funded to reduce reliability on sports premium funding. The type of club will be changed frequently to keep children interested in the activities.	72% of children stated in pupil voice that they took part in sports or physical activity at lunchtimes. Pupils can speak about the benefits of physical exercise and movement breaks on their health and wellbeing.	£2300 – funded before and afterschool sports clubs. £1000 - equipment

Your objective: To improve access to all PE lessons and sporting opportunities



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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 improve access to all PE lessons and sporting opportunities for SEND pupils and those from disadvantaged background for example pupil premium children. To improve access and frequency of swimming lessons to increase swimming data by the end of year 6.	During the year, all pupils will be offered the opportunity to take part in an inclusive PE lesson to introduce them to PE for all and how we can overcome barriers to sport. Places will be targeted at before school and afterschool clubs with fully funded places for pupils from disadvantaged groups such as those in receipt of pupil premium. Efforts will be made to ensure any opportunities throughout the year can be adapted to meet the needs of all pupils. Children will be taken on a range of sports trips and take part in sports competitions.	We will be looking to see more of our pupils understanding that barriers to accessing sports and physical activity can be broken, and we will look to educate and inspire pupils to achieve using successful role models such as Paralympians. Attendance at before school and afterschool provision should increase due to funded places being available. It would be good to see children then continuing with some of these activities outside of school.	Evidence from PE lessons to show adapted learning. Evidence from sporting opportunities where all children have been included and the opportunity has been adapted. Data from sports clubs showing an increase in the number of SEND and disadvantaged children attending frequently.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils are aware of the barriers faced by others which can prevent them from accessing physical opportunities. Pupils have more understanding of the variety of adapted sports and equipment that is available to them. Where sports opportunities were available such as skateboarding, this was adapted to meet the needs of all pupils.	We will look to continue with this in the future, introducing more inclusive sports and activities into our curriculum. We will also look to enter more SEND competitions or Inspire events to increase participation from these pupils.	We will collect evidence from inclusive PE lessons that can be shared within school. We will collect evidence from any sports events that take place in school showing participation in these events. We will continue to monitor attendance at sports clubs from children within these groups and follow up with how many go on to attend these outside of school.	Whole school sports competitions and adapted events – £1500 Top up swimming - £2500 Sports events and competitions - £3000

Your objective: To continue to develop staff confidence, competence and knowledge.



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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 continue to develop staff confidence, competence and knowledge to deliver high quality and inclusive PE lessons and physical activity for all pupils.	Staff will complete a staff survey at the start of the year to gauge any individual CPD needs. Where appropriate, staff will receive the training required to help them deliver high quality PE and sports. Staff who are new to school, ECTs and HLTAs will be offered CPD sessions looking at the delivery of PE lessons. Staff will complete some training on physical literacy and how this supports the development of the whole child.	We will be looking for an increase in the confidence of our staff to deliver PE lessons and an increase in their own knowledge and skill set. Staff should be more confident to use a wider range of equipment and plan for and deliver extra curricular activities if needed including lunch activities. Staff should be better able to explain what physical literacy is and how this benefits every pupil within their classroom.	Responses from staff voice surveys. Evidence of high-quality PE lessons seen through lesson observations and drop ins.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE lessons have been delivered to a higher standard, although there are still some further improvements that can be made and this will continue to be a priority for next year. Pupil's engagement in most classes has improved during the lessons. More staff feel more confident to deliver PE lessons.	Teacher CPD will continue to be a priority with a focus in amending planning to make lessons more impactful and inclusive for all. Through our academy trust CPD package all staff will be offered training to further develop their skill set, competence and confidence. The PE lead will also continue to receive CPD as part of a trust wide package aimed at developing their own skills et which can then be shared within the school.	This will be seen in evidence from staff voice surveys and from the delivery being observed in lesson visits. PE lead will show be able to lead and deliver further CPD training for all staff within school.	Staff CPD - £2000

Your objective: To provide a broader range of physical activity and sports.



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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 a broader range of physical activity and sports, available for access by all pupils regardless of gender or need. This includes more competitive opportunities for all.	This will be achieved by organising a range of sporting and physical opportunities throughout the year including Tough Runner, scooters and skateboards and other more traditional sports like cricket and football. We will look to increase the variety of sports clubs to offer a wider range of sports. We will introduce new activities into our lunchtime provision. Clubs and activities will be provided to target getting girls into sport.	An increase in the number of children attending clubs and possibly continuing with these outside of school. An increase in the number of children participating in active lunches. Children will volunteer to be active leaders to support the provision of lunchtime activities.	Pupil voice showing increased participation. High numbers of applications for active leaders. Evidence of more children taking part in lunchtime activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More children have been keen to take part in PE lessons and sporting opportunities. There has been a high level of excitement linked to the new activities offered and on the back of this some children have now been bought scooters or skateboards. More children are also engaging with lunch time sports and pupils are more vocal about their likes. More pupils have also had opportunity to represent their school at a range of competitions and events.	These improvements can be continued by offering more varied sports and experiences next year through sports premium and parent funded opportunities. We will continue to build stronger links with our community sports teams and local school games organiser. We will continue to access competitions both internally and externally with more opportunities for more pupils to represent the school.	Data showing the number of pupils representing school has increased. This was evidenced in the pupil voice with 43% of respondents in the recent pupil voice survey saying they took part in a competition or event. There were also numerous trips to sporting venues such as Northampton Saints and the County Cricket Club. A large number of year 5 and year 6 pupils took part in a trust wide athletic event. Pupils also took part in the first town cluster event with other schools from our academy trust.	Whole school opportunities: £2550 Sports trips and visits: £

Your objective: To further develop lunchtime play provision to increase activity for least active groups.



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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 further develop lunchtime play provision to increase activity for least active groups.	Develop active leaders who will act as play leaders to deliver physical activity at lunchtimes. Midday supervisor training to help them develop the knowledge of why we have more physical activity at lunchtime and to allow them to deliver sports and physical activities better. Wider range of equipment and activities provided. Pupil voice and forum with PE lead to understand pupils wants.	A confident and competent group of active leaders that take create and lead inclusive sport and physical activities for all pupils. Midday supervisors and lunch duty 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.	Pupil voice data through surveys and group discussions with a variety of pupils 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)	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. 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. Do they want to be activity leaders for younger children to give them purpose and confidence?	60 applications to be an active leader – 15 selected. Lunch staff more competent at delivering sports activities and have all the equipment needed. More children accessing more sports activity eg archery, tennis and golf and using other equipment such as stacking cups, balance equipment, table tennis, skipping ropes and cup and balls. Pupil voice feedback has shown 72% of respondents took part in sports at lunchtime.	Physical Resources - £4000 Training for active leaders - £300 CPD for lunch staff – provided by PE lead.