

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

Commissioned by



Department
for Education

Created by



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Aims for academic year (2025/2026)



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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 metres	Provision & Organisation: Years 3, 4, and 5 attend weekly 45-minute swimming sessions across one term each year. Lessons take place at a small local pool to maximise impact, led by two qualified swimming instructors with additional support from school staff in the water when needed. Staff and instructors have provided consistently positive feedback on this setup. Impact & Outcomes: Strong progress is evident across all three year groups. Outstanding gains have been made by non-swimmers and pupils who were previously afraid of the water. Sustaining this targeted provision over three consecutive years ensures robust skill development by the end of Year 5.	Some children in Year 6 do not meet the competency threshold (though these figures include pupils who joined after Year 3 swimming sessions began, or joined in Year 6 when no sessions take place). We need to explore how to support these pupils in future years.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		Review the timetable to see if sessions can be restructured to maximise time in the pool.
1. Swim competently, confidently and proficiently over a distance of at least 25 metres (Year 6 – 25/26) – 30 children		74%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) (Year 6 – 25/26)		67%
3. Perform safe self-rescue in different water-based situations (Year 6 – 25/26)		60%

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Impact & Cost
Plan and monitor	To offer a high-quality, fully inclusive physical education curriculum that broadens pupils' sporting experiences beyond traditional team games. Judo to Key Stage 2 (Years 3–6) through targeted 6-week blocks, the school aims to develop fundamental movement skills, improve core stability, agility, and balance, and instil key personal values such as respect, self-discipline, resilience, and emotional regulation.	Targeted Delivery: Utilised Sports Premium funding to deliver structured 6-week Judo modules across Years 3, 4, 5, and 6, ensuring progressive, age-appropriate instruction across the key stage. Expert Coaching: Partnered with qualified, specialist Judo instructors to ensure safe, authentic, and high-impact delivery, alongside upskilling class teachers through team-teaching and observation. Skill & Values Focus: Structured sessions to combine physical mechanics (safe falling techniques, balance breaking, controlled holds) with traditional martial arts etiquette (respect for opponents, self-control, and mindfulness). Inclusion: Adapted activities so every child—regardless of prior athletic ability or special educational needs—could access and succeed in the sessions.	Physical Mastery: 100% of participating Key Stage 2 pupils gained core grappling and balance skills, alongside crucial breakfall (safe landing) techniques that enhance overall bodily control and safety. Character Development: Teachers reported observable improvements in classroom focus, self-discipline, and mutual respect, with pupils demonstrating enhanced emotional regulation and sportsmanship. Increased Engagement: Introduced a non-traditional sport that engaged non-standard physical activity participants, boosting pupil confidence and enthusiasm for PE across all demographics. Sustainable Legacy: Class teachers gained confidence and practical ideas for incorporating balance, spatial awareness, and body-management exercises into mainstream PE lessons.	£3,300.00 Participation & Engagement: High participation was achieved across all year groups, with pupils showing significant improvements in self-respect, focus, and listening skills. Participation was particularly strong among pupils with SEND and vulnerable children. Impact & Feedback: Feedback from coaches, teaching staff, and pupils was consistently positive. Crucially, the initiative has driven long-term engagement, with several pupils going on to join community Judo clubs outside of school.

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Impact & Cost
Plan and monitor	To cultivate a sustainable, high-quality outdoor learning and physical activity provision that enhances pupils' physical literacy, spatial awareness, risk management, and holistic well-being. By embedding Forest School across all year groups (Years 1–6) through structured 6-week blocks, the school aims to broaden physical education beyond traditional sports, developing resilient, confident, and physically active learners while establishing a permanent internal capacity to maintain the provision indefinitely.	Targeted Universal Access: Allocated Primary PE and Sport Premium funding to deliver progressive, age-appropriate Forest School modules to every pupil from Year 1 to Year 6, ensuring equal opportunity to build foundational outdoor movement skills and physical confidence. Support for SEND & Vulnerable Learners: Tailored outdoor physical challenges to provide low-pressure, highly engaging alternatives to traditional PE, helping neurodivergent pupils and those with additional needs access meaningful physical activity, sensory regulation, and motor skill development. Specialist External Delivery: Partnered with a fully qualified Forest School instructor to lead sessions, ensuring expert delivery of practical skills, dynamic risk assessment, and outdoor physical conditioning (e.g., navigating rough terrain, heavy work activities, and fine/gross motor tasks). Strategic Capacity Building: Utilised the external expert to mentor and co-teach alongside two designated internal staff members currently undertaking their Level 3 Forest School Lead training. This direct shadowing model bridges external expertise into internal capability. Capital Investment in Provision: Targeted funding toward essential, high-quality Forest School equipment and tools, creating a fully resourced, dedicated outdoor learning environment capable of supporting full-class delivery across all key stages.	Enhanced Physical Literacy: Pupils across Years 1–6 demonstrate measurable improvements in gross motor coordination, balance, physical stamina, and practical problem-solving within natural, unstable environments. Targeted Inclusivity for SEND & Vulnerable Pupils: Significantly increases physical activity participation rates among SEND and vulnerable learners by offering a therapeutic, non-competitive alternative to traditional team sports that fosters confidence, emotional regulation, and spatial awareness. Long-Term Sustainable Provision: Investment in formal Level 3 staff qualification guarantees a high-quality, fully internal Forest School curriculum from next academic year onward, securing permanent provision without ongoing external instructor costs. Immediate Practical Skill Retention: Pupils gain essential outdoor safety, tool-use, and self-regulation skills, boosting self-esteem and independent risk management across all age groups.	£9839.15 Funding has allowed training of two members of staff to become L3 Forest School trained. Sessions have allowed extra practical support alongside current provider and allowed sustainability of Forest School provision moving forward. All children engaged in sessions including all SEN and vulnerable to allow development of self-esteem, participation in active activities that they may have previously avoided. Current school development of area for next year and provision for Forest School.

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Impact & Cost
Plan and monitor	To transform lunchtime provision into a high-quality, active play environment through the Outdoor Play and Learning (OPAL) primary programme. The school aims to significantly increase daily physical activity levels, improve physical literacy, and develop key social-emotional skills—such as risk management, creative problem-solving, and resilience—by ensuring every child, including those with SEND and vulnerable learners, has access to rich, inclusive, and varied active play opportunities throughout the school day.	Targeted Capital Investment: Allocated Sports Premium funding to purchase diverse, durable play equipment and loose parts (e.g., balance elements, construction materials, active play assets), transforming the school grounds into dynamic play zones. Inclusive & Varied Active Provision: Structured the lunchtime playground to offer non-traditional, self-directed physical activities that cater to all interests and abilities, providing a welcoming alternative for pupils who find structured team sports challenging. Play Leadership & Capacity Building: Provided staff and mid-day supervisors with training to facilitate active play, manage risk positively, and scaffold inclusive physical games across all year groups. Maximising Daily Physical Activity: Used OPAL to directly support the Chief Medical Officers' recommendation of 60 active minutes a day by turning sedentary or unstructured break times into sustained, high-energy physical engagement.	Increased Daily Active Minutes: Substantially boosts daily physical activity levels across Key Stages 1 and 2, reducing sedentary behaviour during the longest unstructured block of the school day. Targeted Inclusion for SEND & Vulnerable Pupils: Provides an accessible, low-pressure active environment where neurodivergent pupils and those with additional needs can participate in physical play, build motor confidence, and develop peer relationships. Improved Playground Behaviour & Focus: Enhances emotional regulation and cooperative play, leading to a marked decrease in lunchtime behavioural incidents and a smoother transition into afternoon learning. Broader Physical Literacy: Develops fundamental movement skills—such as balancing, climbing, carrying, and spatial awareness—through self-chosen, unstructured physical challenges.	£593.82 £1194.00 OPAL has demonstrated a clear, positive impact on pupil behaviour and active provision during lunchtime. Continued investment in new resources has further enhanced pupil engagement, improved behaviour both on the playground and in the classroom, and expanded opportunities for active play.

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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Impact & Cost
Plan and monitor	To maintain a high standard of PE provision, ensure safety, and broaden the range of sports and physical activities offered across the school. By investing in high-quality, durable PE equipment, the school aims to ensure that all pupils—including SEND and vulnerable learners—have full access to well-resourced, engaging PE lessons, extracurricular clubs, and active play opportunities that foster physical literacy, skill progression, and lifelong active habits.	Audit & Replenishment: Conducted a comprehensive equipment review. Utilised Sports Premium funding to purchase robust, high-spec sports and gymnastics equipment. Enabling Curriculum Coverage: Targeted equipment purchases directly aligned with key stage PE schemes of work (e.g., gymnastics, invasion games, athletics, and racket sports), ensuring class sets are fully equipped so every child remains actively engaged without long waiting times. Adaptive & Inclusive Resources: Purchased specialised, adaptive equipment (such as tactile, audio, soft-touch, or varied-size sports apparatus) to ensure SEND pupils and those with lower baseline motor skills can participate fully and safely alongside their peers. Active Play & Club Support: Allocated a portion of the equipment budget to stock playground zones and extracurricular sports clubs, promoting self-directed physical activity during non-structured times.	Maximised Active Learning Time: Adequate class sets eliminate equipment-sharing queues during PE lessons, significantly increasing moderate-to-vigorous physical activity (MVPA) time per session. Equal & Inclusive Participation: Provides tailored resources that remove barriers for SEND and vulnerable pupils, boosting their confidence, spatial awareness, and enjoyment of physical movement. Broader Sporting Opportunities: Enables the school to introduce non-traditional sports and expand extracurricular offerings, engaging pupils who do not typically participate in standard team games. Enhanced Safety & Skill Mastery: Ensures pupils train with modern, safe, and age-appropriate equipment, supporting correct technique, movement mechanics, and skill progression.	£919.85 £445.84 Replenishment and further purchase of equipment has ensured high quality PE provision.

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Plan and monitor	To raise the standard of PE delivery and enhance staff confidence in teaching a broad, progressive physical education curriculum. By investing in a high-quality online PE planning platform and specialised cross-curricular orienteering resources, the school aims to provide teachers with expert-led schemes of work, ensure consistent assessment and skill progression across all key stages, and embed outdoor, physically active learning across wider academic subjects.	Digital PE Planning Platform Subscription: Allocated Sports Premium funding to secure full school access to an accredited online PE platform, equipping teachers with clear, progressive unit plans, high-quality video modelling, and embedded assessment tools. Cross-Curricular Orienteering Integration: Purchased dedicated cross-curricular orienteering planning tools and mapping resources, enabling staff to link physical activity directly with subjects like Mathematics, Geography, and English. Staff Professional Development: Utilised the platform's instructional media and structured lesson plans to support teacher planning, upskill non-specialist staff, and ensure consistent high-quality teaching in every PE lesson. Active Learning Beyond PE: Embedded orienteering mapping challenges across the school grounds to increase daily physical activity levels and provide dynamic, active learning opportunities for all learners.	Increased Teacher Confidence & Competence: Empowers class teachers to deliver high-quality, progressive PE lessons with clear learning journeys, improving subject knowledge and instructional delivery across all year groups. Enhanced Cross-Curricular Engagement: Boosts active movement throughout the school day by integrating physical navigation and outdoor problem-solving into core academic lessons. Consistent Skill Progression & Assessment: Establishes a standardised framework for tracking pupil progress in fundamental movement skills, tactics, and physical literacy across EYFS, Key Stage 1, and Key Stage 2. Inclusive Active Learning: Provides alternative, engaging outdoor learning formats that support different learning styles—particularly benefiting kinaesthetic learners, SEND pupils, and vulnerable children.	£395.00 £500.00 Funding has allowed high quality teaching and learning resources for staff to support active learning.

Your objective:

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Plan and monitor	To broaden competitive sporting opportunities, foster school pride, and build resilience by participating in local inter-school sports competitions organised by our MAT secondary school. By allocating funding for dedicated staff support, the school aims to ensure that a diverse cohort of pupils—with targeted inclusion of SEND, disadvantaged, and vulnerable children—can safely access, prepare for, and participate in competitive events, promoting lifelong engagement in physical activity and team dynamics.	Targeted Staffing Allocation: Allocated Primary PE and Sport Premium funding to cover staff cover and supervision costs, ensuring sufficient adult-to-pupil ratios to facilitate transport, event logistics, and tailored emotional/physical support during competitions. MAT Secondary Partnership: Partnered with our trust secondary school to leverage local competition networks, facility access, and sports leadership events across a varied range of sports (e.g., athletics, invasion games, and multi-skills festivals). Targeted Inclusivity & Selection: Intentionally selected pupils who do not traditionally represent the school in external sports, prioritising vulnerable learners and children with lower baseline activity levels to build self-esteem and belonging. Pre-Competition Preparation: Utilised supporting staff to lead preparation sessions during lunchtimes or PE lessons, familiarising children with rules, teamwork strategies, and positive sportsmanship to ease anxiety.	Increased Inclusivity in Competition: Ensures vulnerable, SEND, and hard-to-reach pupils gain meaningful access to inter-school competition, breaking down barriers related to anxiety, travel, or lower confidence. Character Development & Resilience: Fosters key life skills—such as sportsmanship, emotional regulation under pressure, perseverance, and pride in representing the school—within a supportive environment. Smooth Secondary Transition: Familiarises primary pupils with secondary school staff, facilities, and older pupil leaders, reducing transition anxiety through positive, active experiences on the secondary campus. Elevated Sporting Ambition: Inspires pupils to pursue extracurricular sports clubs and community athletic opportunities by providing positive initial competitive experiences.	£235.00 £299.00 Inter-school sports competitions have provided valuable opportunities for pupils—particularly our most vulnerable children—to participate in competitive sport. The events have received consistently positive feedback from both staff and parents. Furthermore, competing alongside and against pupils from other local schools has supported smooth secondary transitions and fostered strong community links.