



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



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YOUTH
SPORT
TRUST

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?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>51% of pupils are now able to swim 25 metres confidently, demonstrating strong progress in both skill development and water confidence. This reflects the impact of targeted swimming provision, consistent lesson delivery, and the effective use of Sports Premium funding to enhance access to high-quality instruction. Pupils have shown increased resilience, improved technique, and a greater understanding of water safety, contributing to a positive overall outcome for the cohort.</p>	<p>Although many pupils made progress, 49% of the Year 6 cohort were still unable to swim 25 metres by the end of the year. Some pupils needed more time to build confidence and develop core swimming skills, but the timetable didn't allow for enough targeted support. To improve outcomes, additional swimming sessions will be built into the programme for the next cohort, giving pupils more regular practice and increasing the likelihood that a higher percentage will meet the expected standard.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>45% of pupils can now use a range of swimming strokes effectively, showing strong technical development and improved confidence in the water. Pupils demonstrated good control, coordination, and understanding of stroke mechanics, particularly in front crawl, backstroke, and breaststroke.</p>	<p>55% of the cohort were not yet able to use a range of strokes effectively. Some children required more time to develop coordination, breathing control, and confidence across different techniques.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>65% of pupils can now perform safe self-rescue in a range of water-based situations. This demonstrates growing confidence, awareness, and practical understanding of how to keep themselves safe in the water.</p>	<p>35% of the cohort were not yet able to perform safe self-rescue across different water-based situations. Some children needed more time to build confidence, practise controlled breathing, and apply strategies independently.</p>

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff strengthened their practice this year by observing specialist teachers and taking part in team-teaching, which significantly enhanced their skills, subject knowledge, and confidence. These opportunities allowed staff to see high-quality PE delivery in action and apply new strategies immediately in their own lessons, leading to more consistent and effective teaching across the school.</p>	<p>While staff engagement in CPD was strong overall, two members of staff still require further development to strengthen their independent delivery of PE. Although observations of specialists and team-teaching improved confidence across the wider team, these staff members need additional support to embed strategies consistently and deliver high-quality lessons without guidance. This will be a key focus moving into the next academic year to ensure greater consistency across the whole PE curriculum.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Pupil engagement in regular physical activity increased through a wide range of opportunities. All pupils accessed tennis sessions, took part in structured lunchtime sports games, and had further opportunities to be active through after-school clubs and the Daily Mile. Participation in local partnership and consortium competitions also boosted motivation and encouraged pupils to stay active beyond the school day.</p>	<p>Although overall engagement in physical activity improved, some targeted groups were not able to participate in extra-curricular sports as regularly as hoped. While the range of opportunities was broad, these pupils would benefit from more tailored encouragement and support. A more targeted approach will be developed next year to increase uptake and ensure all learners can access and enjoy the full sporting offer.</p>

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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The profile of PE and sport was raised significantly across the school this year. A wider range of activities, regular whole-school participation events, and increased visibility of sporting achievements helped create a more active and enthusiastic culture. Pupils showed greater excitement for PE, staff promoted physical activity more consistently, and sporting successes were celebrated throughout the school, strengthening the value placed on health, fitness, and teamwork.</p>	<p>The profile of PE and sport has grown strongly this year, and the key priority moving forward is to maintain this momentum into the next academic year. Continuing to celebrate sporting achievements, promoting opportunities consistently, and keeping pupils engaged through a wide range of activities will help ensure PE and sport remain a visible and valued part of school life.</p>
<p>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</p>	<p>A broader and more consistent range of sports and physical activities was offered this year. Pupils took part in the Daily Mile, Wake Up Shake Up, tennis sessions, lunchtime and after-school sports clubs, and competitive events, ensuring all pupils had regular and varied opportunities to be active.</p>	<p>Strengthening consistency in the delivery of the Daily Mile, Wake Up Shake Up, tennis sessions, lunchtime activities, after-school clubs, and competitive sports will help maintain momentum. Ongoing review of pupil participation will support the school in identifying any groups who may benefit from additional encouragement, ensuring every child remains active and engaged throughout the year.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Children took part in a range of local multi-sports competitions, giving them valuable experience of competitive sport. Their involvement helped build confidence, teamwork, and enthusiasm for representing the school.</p>	<p>Although pupils took part in local multi-sports competitions, overall participation in competitive sport needs to increase. Not all children had the opportunity to represent the school this year, and further involvement in local competitive events would help strengthen skills, confidence, and progression in this area. Expanding competitive opportunities next year will support pupils in developing their resilience, teamwork, and sporting ambition.</p>

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*

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Aim	Why?	Key Area	Supporting evidence
Tennis sessions each term for a new year group	Exposure to a new sport increases participation and enthusiasm. Staff observe and co-teach to embed skills and support sustainability.	KI 2 – Engagement of all pupils in regular physical activity KI 4 – Broader experience of a range of sports	Children took part in tennis lessons leading to experience of a new sport. Staff observed and participated in team teaching to develop skills and knowledge. Pupil premium children targeted via Breakfast Club tennis sessions (12 pupils per term).
Whole school Lunchtime sports club (structured games with coach)	Keeps pupils active during unstructured time, reducing incidents. Develops habits. Staff upskilled to lead long-term.	KI 2 – Regular physical activity KI 3 – Raising profile of PE and sport	Range of lunchtime games incorporated including competitive games, fitness and athletics.
PE CPD for teachers with focus on ECTs	Ensures confident delivery of high-quality PE. CPD includes modelling, observation, co-teaching. Builds sustainable in-school capacity.	KI 1 – Staff knowledge KI 3 – Raising PE profile	Weekly CPD sessions with observations of coach delivery being undertaken as well as team teaching opportunities.
After-school sports clubs (rotated sports)	Offers variety and increases overall physical activity time. Encourages children to try new sports and attend local clubs.	KI 2 – Engagement KI 4 – Broad range of activities	Multi sports, gymnastics, dance, athletics and football clubs took place throughout the year.

Develop lunchtime play provision



	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.	Develop pupil leadership (training programme), lunchtime supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, pupil voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Lunchtime supervisors and all 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 termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). 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)				Physical resources- £1000 Staff training- £760

Enhance staff confidence, knowledge and skills in delivering high-quality PE lessons



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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 enhance staff confidence, knowledge, and skills in delivering high-quality Physical Education lessons that promote physical literacy, engagement, and progression for all pupils.	Premier Education coaches will work alongside teaching staff through a structured program of team teaching and mentoring. Initially, coaches will lead PE sessions while staff observe best practice, focusing on effective delivery, differentiation, and pupil engagement strategies. Gradually, staff will co-deliver lessons with the coaches, applying learned techniques in a supportive environment. Dedicated reflection sessions will follow each team-teaching experience, allowing staff to discuss strengths, areas for development, and next steps. This phased approach ensures that staff gain confidence and competence in delivering high-quality PE lessons independently.	We expect to see a significant improvement in staff confidence and skill in teaching PE, resulting in more engaging and inclusive lessons for pupils. Staff should demonstrate greater understanding of progression in physical education and effective classroom management during active sessions. For pupils, this will translate into higher participation rates, improved physical literacy, and increased enjoyment of PE. Longer-term, the initiative aims to embed sustainable high-quality PE provision across the school, reducing reliance on external coaches.	Evidence will be collected through staff self-assessment surveys before and after the CPD program, lesson observations focusing on teaching quality and pupil engagement, and feedback from Premier Education coaches. Additional indicators will include pupil voice surveys to gauge enjoyment and confidence in PE, as well as participation data in physical activities. Termly reviews will analyse progress, and a final evaluation will measure the extent to which staff have developed the skills and confidence to deliver PE independently.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Premier Education coach costs- £12,000

To increase opportunities for pupils to engage in regular 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 (Complete now and monitor)	To increase opportunities for pupils to engage in regular physical activity by introducing a variety of high-quality, sports-based after-school clubs led by qualified coaches.	Introduce a range of sports-based after-school clubs designed to engage pupils in regular physical activity beyond the standard curriculum. Premier Education coaches will lead these clubs, ensuring high-quality delivery and a variety of activities to cater to different interests and abilities. The program will be promoted through assemblies, newsletters, and direct communication with parents to maximize participation. Clubs will run weekly throughout the academic year, with clear timetables and sign-up processes. Staff will also be encouraged to support and observe sessions to strengthen links between extracurricular and curriculum PE provision.	We aim to see an increase in the number of pupils participating in structured physical activity outside of lesson time, leading to improved fitness, confidence, and enjoyment of sport. These clubs will provide opportunities for pupils to develop teamwork, resilience, and social skills while fostering a culture of active lifestyles across the school. Longer-term, this initiative is expected to contribute to better concentration and overall wellbeing, as well as increased engagement in competitive sports and school events.	Attendance registers for each club, tracking participation trends across year groups and demographics. Pupil voice surveys conducted termly to assess enjoyment, confidence, and perceived benefits of the clubs. Staff / coach feedback will provide qualitative insights into pupil engagement and skill development. Data on participation in school sports competitions monitored to identify any correlation with club involvement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	After-school club coach costs- £4,000