

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

Commissioned by



Department
for Education

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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 metres	80% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. Additional info from parents.	We want to increase the percentage.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	72% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. Additional info from parents.	We want to increase the percentage.
3. Perform safe self-rescue in different water-based situations	80% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want to increase the percentage.

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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	Continued use of Get Set Scheme and increased confidence. Observations and pupil voice show good level of knowledge and skills developed from lessons. PE Lead kept up to date with guidelines and opportunities through SSP and EQT meetings and training. Attendance at training such as Swimming Course has aided skills and knowledge of staff – to be shown in lessons and future teaching. Online training shared and accessed by some staff.	No PE Conference organised/attended.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Play Leaders have engaged F2 and KS1 in activity at lunchtime alongside staff– timetabled every day. Increased activity, enjoyment and behaviour at lunchtimes. Sports Coaches had timetable of sports, activities, and competitions for KS2 at lunchtimes daily. Sports leaders supported activity. Attendance at lunchtime activities and after school sports clubs was high and included netball, cheerleading, boccia, tag rugby, hockey, dance, ball skills, fun and games, football, athletics, table tennis. Positive pupil and parent feedback.	Attendance at after school clubs high, but still lower to some previous years (due to cost of living.)

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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	100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. House captains, vice captains and chosen team sub leaders successfully led teams on sports day. Y5 Trained Sports Leaders (by SGO) planned and delivered a Y3/4 sports festival. Also supported in other events – scoring and supporting teachers on sports day and in lessons. Sports Leaders to continue leadership in Y6 – extend to support nursery in their own sports day. Half of Y5/6 children supported F2 and KS2 in lunchtime activities throughout the year. Ambassadors supported with internal events, such as running event. Assemblies held and achievements certificates awarded to children who represented school in sports/competitions. Platinum School Games mark achieved.	More achievements need to be shown on board/in newsletters.
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	Wide range of sports and activities on offer in PE and in extra curricular. After school sports, lunchtime activities and competition have engaged children and increased activity. Activities through well-being days such as skateboarding, running and golf have enabled all pupils to experience different activities and sports outside of the curriculum and access out of school. All resulting in high engagement and enjoyment in sport and physical activity. Girl specific football session offered at lunchtime to encourage participation.	No specific girl competition offered.

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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?
5. Increasing participation in competitive sport	Lunchtime competition on offer to all in a range of sports and activities including 4 squared and table tennis. High amount of competitions entered through Trust and SGO events including Give it a Go – high participation numbers. Large amount of children taking part in external competition – registers and spreadsheet. Includes boccia, frisbee, wrestling, cricket, netball, athletics, football, throwing & catching, tennis. Positive feedback from children/parents from competition – want to compete again. Success in tournaments, such as making finals or high placement, eg 1st in EQT ultimate frisbee, 1st in Football league. Recognition and certificates given to competitors in assemblies, raising profile.	No specific girl only competition entered.

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 metres	At the end of year 4, 86% of pupils could swim 25m. End of Y6 questionnaire saw this increase to 96% – no need for top up swimming required.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 80% of pupils could use a range of strokes effectively.	
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 86% of pupils could perform a safe self rescues.	

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Aim	Why?	Key Area	Supporting evidence
Ensure all teachers are confident to enjoy teaching High Quality Physical Education through PE scheme and training where needed.	To ensure all children are participating in two hours a week of high-quality PE every week.	Key Indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Continue to develop lunchtime play provision to increase activity for all including least active groups. To continue to offer a wide range of clubs after school to increase participation, activity and enjoyment and broaden experience of a range of sports.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime activity plan and attendance data. Extra curricular timetable and participation data. Pupil and parent survey results.
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, lunchtime comps and sports day. Competition calendar and register of participants.
Continue to raise profile of PE as a way of personal development, improve attainment and improve physical and emotional health and Well-being, include: Health and Wellbeing days half termly; Provide mentoring to improve social, emotional skills and improve behaviour for targeted children through sessions with sports coach. Leader Opportunities	To ensure pupils are aware of how physical activity and other healthy choices can positively impact them. To increase confidence, skills and improve mental well-being through physical activity, having a positive impact on attainment.	Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Attendance Behaviour and activity logs Feedback Homework grids Assembly rewards Noticeboards and newsletters.

Plan, monitor and evaluate (2025/2026)



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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	Continue to develop lunchtime play provision to increase activity for all including least active groups.	Employ sports coaches lead activities at lunchtimes with wide range of activities. Train Play Leaders for playtime activities across all key stages (KM + SC) Activities planned through Pupil/Parent Survey and Pupil Voice. Purchase equipment needed for lunchtime activities. Top-up pupil leadership (training programme),	Staff leading a range of physical activities with a comprehensive timetable of activity and competition. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in sport activities. Confident and competent group of activity leaders leading and encouraging others in active activities. A happier, more active playground that meets the needs of all pupils including SEND and girls.	Increased activity at lunchtime. Positive observations at break and lunchtimes. Play Leader timetables, logs. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Sports Coaches provide structured and fun sports, activities and competitions every lunchtime, including a wide range of activities and children. F2/KS1 Play leaders lead a broad range of activities and actively seek children that are not engaged in physical activity during lunch times. Lunch times are active with children enjoying physical activity. Activity options have been tailored to suit the needs of all pupils incl SEND pupils through choices of equipment and the types of games played. Girls have become more active in Play Leader roles and through some specific girl activities – girl's football.	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 employment of sports coaches – train middays. 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.	Observation notes. Timetables – from sports coaches and Play Leaders. Attendance and behaviour logs.	Physical Resources - £300 Sports Coaches - £9,000 £100 staff time/play leader training

Your objective:



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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 offer a wide range of clubs after school to increase participation, activity and enjoyment and broaden experience of a range of sports.	Increase the number and range of activities and clubs on offer through staff and external provider led after school clubs (include dodgeball, hockey, tag rugby, athletics, fun and games, multi-sports, table tennis, drumba, dance, yoga, boccia, gymnastics, football, frisbee, potted sports, target games – as per survey) Implementation of new extra-curricular timetable aided by parent/pupil survey to suit wants/needs. Advertise in assembly – create enthusiasm around attending ASC. Provide inclusive sports/activities. Include SEN in pupil voice. Offer PP free place in an after-school club.	Increased attendance at after school clubs – increased activity in school (to then continue enjoyment of sports and activities out of school.)	Extra curricular timetable and participation data. Survey results (to help develop timetable.)
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased numbers at after school clubs. Last year some had to be cancelled/joined together due to some low numbers, but well attended this year.	Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.	Extra curricular timetable and participation data.	£1,300 £200 resources

Your objective:



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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)	Ensure all pupils can access competition in school through regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Organise the whole school sports day to include House team potted sports and individual races. Hold a whole school running event, as part of School Marathon. Competition within lunchtime activities, eg table tennis competition. Arrange competition within classes to take place at the end of each appropriate unit to celebrate learning/increase enjoyment in competition. Enter and attend a wide range of competitions and events through Gedling School Partnership and Equals Trust (including frisbee, wrestling, boccia, cricket, netball, tennis, tag rugby, throwing & catching, athletics) including Give it a Go comps for least active.	All children participating in competition, applying and developing skills, application and social / emotional aspect of sports competition, including least active.	Competition formats and planning for all intra lesson level competitions, lunchtime comps and sports day. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	100% of children competed in intra-school competition through sports day, end of lesson unit and lunchtime competitions. High number of competitions entered and attended. High number and range of pupils competing in inter school comps for Gedling Schools and Trust level. Girls football competition raised profile.	Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Continue to hold sports day. Next year's Play Leaders to organize additional festival.	Competition formats and planning for all intra lesson level competitions, lunchtime competitions and sports day. Competition calendar and register of participants.	£800 £200 resources

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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)	Ensure all teachers are confident to enjoy teaching High Quality Physical Education through PE scheme and training where needed.	Quality of teaching and learning in Physical Education will be developed through staff CPD – swimming course, PE conference, online training. Support for PE Lead included – attendance at SGO meetings, online training, Trust network. Ensure Get Set annual membership is paid to ensure teachers can access high quality planning and supporting resources. Teachers to follow School PE curriculum through Get Set PE Scheme units and lesson plans for teaching (with adaptations) PE Lead to observe lessons, support staff and use pupil voice to continue improving teaching and learning in PE, incl SEND provision (support from SENCO). Drumba subscription paid for lesson units and ASC. PE resources updated to enable HQ teaching to take place.	Teachers confidently delivering quality lessons with clear progression. PE Lead up to date following training and SGO meetings and supporting staff. PE Coach/PPA Teacher teaching confidently and up to date following training (PE conference, online training and meetings with PE lead.) Pupil's subject knowledge and application developed and well demonstrated in lessons, attainment and pupil voice. All resources available to teach planned lessons.	Pupils' attainment, lesson observation reviews, teacher, voice pupil voice notes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils demonstrate good subject knowledge and application in lessons. Attainment is very good. From pupil voice – pupils enjoy PE and feel supported/appropriately challenged. Staff are confident and competent.	Continued CPD can come from sharing good practice in school and using Get Set PE. Pupils enjoy PE and achieve well through HQ planning and delivery of lessons – to continue. Staff feel knowledgeable and confident to deliver PE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.	£2,600 subscriptions £700 swimming course £1000 other CPD £500 resources Total = £4,800

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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)	Continue to raise profile of PE as a way of personal development, improve attainment and improve physical and emotional health and Well-being: Include Health and Wellbeing days half termly; Provide mentoring to improve social, emotional skills and improve behaviour for targeted children through sessions with sports coach. Leader Opportunities	Plan a range of activities for each WB day every half term including physical activities using some outside providers and clubs –Include School Run, Marathon Run, Taekwondo session from local club, inclusive sports – boccia, team games, drumba, Tough Runner Assault course. Focus on themes (followed by ½ termly homework on): Be Connected, Be Physically Active, Be Mindful, Be Mentally Active Sports coach/TA to deliver regular/weekly 1:1 mentoring sessions through sporting activities. Celebrate and give rewards/recognition for participation, values demonstrated and achievement in PE/competition/festivals. Recognition also given via newsletters. PRIDE values stickers given and Provide opportunities for leadership through sporting activities and events – sports day, lunchtime Play Leaders, School Ambassador involvement in School Marathon run, Sports day and other events.	Children are excited to return to school for Wellbeing days. Children experiencing a greater variety of ways to be active and healthy with taster sessions and focus on themes. Children are increasingly aware of how they can implement ways to improve their own health and well-being, including physical activity. Themed homework tasks encourage applications at home. Positive impact on social and emotional well-being and behaviour for targeted pupils. Increased attainment. Positive attitudes developed in PE, competitions and after school activities through reward systems and reporting (assemblies, certificates, stickers, reports, house points.) Personal development and pride through leadership opportunities.	Attendance Behaviour and activity logs Feedback Homework grids Assembly rewards Noticeboards and newsletters.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased knowledge of how to look after pupil's own health and well-being. Positive mindset of participating sporting activities – increased enjoyment and attainment. High participation. Improved confidence, engagement, attainment and behaviour in some/targeted pupils.	Children to continue with activity and positive health choices taught.	Plans Behaviour logs Pupil Voice	£900 £1000 mentoring