



# 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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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>	<ul style="list-style-type: none"> <li>• <b>Sports leader/HLTA delivered ongoing in-class support</b>, improving the quality of PE from Reception to Y2. <b>Teacher confidence improved</b>, supported by audits and targeted CPD.</li> <li>• <b>Specialist coaches provided CPD and team teaching</b>, widening staff skillsets.</li> <li>• <b>Lunchtime staff trained</b> annually by the Health &amp; Wellbeing Leader, boosting their capacity to lead structured physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff feel the PE scheme requires review</b>, despite confidence improving: <b>Dependence on external specialist coaches</b> means staff development may not be fully sustainable without continued funding.</li> <li>• <b>ECT staff still require additional CPD.</b></li> </ul>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> <li>• <b>After-school clubs have high uptake and are consistently oversubscribed</b>, with activities including gymnastics, dance, football, yoga and multiskills. <b>Disadvantaged pupils accessed at least two sporting clubs</b>, improving equity.</li> <li>• <b>Lunchtime activity programme</b> improved behaviour and engagement:</li> <li>• <b>Balanceability and cycle skills programmes</b> improved confidence, gross motor skills and resilience. <b>Additional PE resources ensured high-quality participation</b>, including yoga mats and new equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 2 did not receive first aid training</b> due to provider unavailability.</li> <li>• <b>Rolling programme of resources still needs updating</b>, and further audits are required.</li> <li>• <b>KS1 playground improvements only partially completed</b>, with further actions planned.</li> </ul>

## 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?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> <li>• <b>Health &amp; Wellbeing Strategy successfully embedded</b>, including curriculum enhancements.</li> <li>• <b>Annual Health &amp; Wellbeing Week raised the whole-school profile.</b></li> <li>• <b>External reviews noted strong pupil knowledge</b>, indicating an effective whole-school message.</li> <li>• <b>High-profile parent workshops on healthy lifestyles</b> had high uptake.</li> <li>• <b>Active lunchtimes reduced behaviour issues</b>, demonstrating cultural shift.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Profile of PE relies heavily on the Health &amp; Wellbeing Leader</b>, making it less sustainable if staffing changes occur.</li> <li>• <b>Cycle skills and first aid interruptions</b> slightly weakened consistency of the school's "core offer".</li> <li>• <b>Website and home communication could be developed further</b>, as workshops and information are ongoing but impact on home activity levels is not yet measured.</li> </ul>
<p><b>4.</b> 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>	<ul style="list-style-type: none"> <li>• <b>Specialist coaches broadened the curriculum offer</b>, helping pupils experience new sports.</li> <li>• <b>After-school clubs provided a wide variety of inclusive opportunities</b> accessible to all pupils.</li> <li>• <b>Subsidised access and additional PE clothing removed barriers</b> for disadvantaged pupils.</li> <li>• <b>Targeted invitations</b> ensured children from low-income families and less-active children engaged more frequently.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No gender-specific analysis</b> is included, so the school cannot yet evidence equality between boys' and girls' participation.</li> <li>• <b>Limited mention of SEND accessibility</b> within PE; future plans could strengthen inclusive strategies.</li> <li>• <b>KS1 outdoor provision review incomplete</b>, reducing the full potential for broader physical activity experiences.</li> </ul>

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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>5. Increasing participation in competitive sport</p>	<ul style="list-style-type: none"><li>• <b>100% attendance at inter-school competitions maintained.</b></li><li>• <b>Wide range of competitions entered</b>, including scatterball, benchball, football and "Matlympics".</li><li>• <b>Positive impact on morale, confidence and teamwork</b> noted by both pupils and parents.</li></ul>	<ul style="list-style-type: none"><li>• <b>Potential limitations if competition availability decreases</b>, though intra-school competitions can mitigate this.</li><li>• <b>Monitoring of which groups participate most/least is not evidenced</b>, so equality of access to competitive opportunities cannot yet be assured.</li></ul>

## Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- 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*

- 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**

## Increasing confidence, knowledge and skills of staff in teaching PE



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To improve teacher confidence and consistency in PE teaching through the full replacement and implementation of the new PE Planning curriculum scheme, ensuring staff understand progression, skills development and high-quality delivery.	<ul style="list-style-type: none"> <li>Replace the current PE curriculum fully with <b>PE Planning</b>, ensuring all staff access the lesson sequencing, videos, assessment tools and planning guidance.</li> <li>Deliver staff CPD led by the Sports Leader to support consistent implementation.</li> <li>Conduct termly drop-ins, pupil voice, and staff audits to identify areas requiring further support.</li> <li>Provide bespoke coaching and modelled sessions for any new staff.</li> <li>Ensure that lunchtime supervisors also understand the core physical skills (ABC skills) taught in lessons so lunchtime practice complements taught curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Increased teacher confidence and competence, measured through audits.</li> <li>More consistent delivery of PE lessons across all year groups.</li> <li>Improved pupil outcomes in skill development across the year, aligned to the new curriculum progression.</li> <li>Increased staff ownership and understanding of PE pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>Staff confidence audit (previous audits show request to review scheme).</li> <li>Monitoring notes / drop-ins.</li> <li>Training attendance records.</li> <li>PE Planning tracking and assessment tools.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

# Increasing engagement of all pupils in regular physical activity



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To increase daily physical activity for all pupils by improving the consistency and quality of breaktime and lunchtime physical activity, updating resources, and embedding a more structured and engaging daily activity offer.	<ul style="list-style-type: none"> <li>Audit and update all PE, playtime and lunchtime equipment (rolling programme).</li> <li>Provide annual internal training for lunchtime supervisors to enhance structured games and physical activity provision.</li> <li>Link lunchtime games and equipment to the new PE Planning curriculum so practice aligns with core skills.</li> <li>Extend daily activity opportunities (e.g., mini circuits, daily challenges, active warm-ups).</li> <li>Ensure lessons such as Balanceability and yoga sessions continue weekly.</li> <li>Address gaps such as reinstating Year 2 first aid training and ensuring fully timetabled access to cycle skills.</li> </ul>	<ul style="list-style-type: none"> <li>Higher levels of pupil engagement in structured activity during lunchtimes.</li> <li>Reduced low-level behaviour incidents during unstructured times.</li> <li>Increased participation of disadvantaged pupils and previously less-active children.</li> <li>Increased pupil confidence and enjoyment in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime behaviour logs (previously reduced through training).</li> <li>Pupil voice on activity levels and favourite sessions.</li> <li>Balanceability progress observations.</li> <li>Club uptake registers.</li> <li>First aid and cycle skills participation logs.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

### 3. Raising the profile of PE and sport across the school



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To further raise the profile of PE, sport and wellbeing by strengthening whole-school health messaging, ensuring consistent delivery of the Health & Wellbeing Strategy, and enhancing communication with parents.	<ul style="list-style-type: none"> <li>Deliver the full Health &amp; Wellbeing Week with a broader range of high-profile sporting, fitness and health workshops.</li> <li>Align the One Life Physical Development content and integrate its content with PE Planning where appropriate.</li> <li>Increase parent engagement through workshops on healthy lifestyles, sleep, oral health, nutrition and physical activity.</li> <li>Promote PE and sport more regularly via website updates, displays, newsletters and social media.</li> <li>Ensure the Health &amp; Wellbeing Leader attends all CPD and network meetings to bring back new practice and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>A more visible culture of sport, fitness and health throughout the school.</li> <li>Stronger parent engagement and increased confidence in supporting home physical activity.</li> <li>Pupils being able to articulate how sport supports their physical and mental wellbeing.</li> <li>Whole-school understanding of the importance of daily activity.</li> </ul>	<ul style="list-style-type: none"> <li>Parent workshop feedback (previously "high uptake").</li> <li>External review findings (children can articulate 'keeping safe and healthy').</li> <li>Health &amp; Wellbeing Week evaluations.</li> <li>Website/newsletter examples.</li> <li>Attendance at CPD/networking events.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## 4. Offering a broader and more equal experience of sports and physical activities; ensuring equality for boys and girls



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To ensure boys and girls access sport equally by introducing <b>participation monitoring by gender</b> , widening the range of sports offered, and implementing targeted interventions where gaps appear.	<ul style="list-style-type: none"> <li>Track club, lunchtime activity and competition participation by gender, disadvantage and SEND.</li> <li>Use the new PE Planning scheme to widen exposure to varied sports and non-traditional activities.</li> <li>Introduce targeted clubs and taster sessions (e.g., girls' football, boys' dance, mixed-ability fitness clubs) based on monitoring data.</li> <li>Promote role models and diverse sporting pathways throughout the curriculum.</li> <li>Ensure PE kits and resources are available for disadvantaged pupils so participation is not limited.</li> <li>Develop KS1 outdoor provision further, incorporating new zones for physical development, problem-solving and movement play.</li> </ul>	<ul style="list-style-type: none"> <li>A more equal balance of boys' and girls' participation in clubs, activities and competitions.</li> <li>Increased uptake in targeted groups identified through monitoring.</li> <li>Broader range of sports embedded into the curriculum and extra-curricular offer.</li> <li>Improved confidence of pupils who were previously less engaged in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Participation tracking data (new system).</li> <li>Club registers.</li> <li>Pupil and parent voice.</li> <li>Audit of KS1 outdoor provision.</li> <li>Monitoring notes on the breadth of curriculum coverage.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## 5. Increasing participation in competitive sport



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	To broaden pupils' experience of competitive sport by extending the range of competition types beyond formal inter-school events, ensuring all pupils can experience competition in varying formats.	<ul style="list-style-type: none"> <li>Continue attending WAT and local competitions (existing 100% attendance maintained).</li> <li>Introduce a wider variety of competition formats, such as: in-school skill festivals, class-vs-class challenges, personal best challenges, virtual competitions or score-based events and mixed-ability teams</li> <li>Ensure competitions link to the new PE Planning scheme to consolidate taught skills.</li> <li>Track participation to ensure equal access for boys, girls, SEND and disadvantaged pupils.</li> <li>Provide coaching and practice sessions leading up to competitions to build confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Greater overall participation in competition across all year groups.</li> <li>Pupils experiencing a wider range of competitive formats, not only team-based sports.</li> <li>Increased confidence, resilience and teamwork, particularly for pupils with previously low self-esteem.</li> <li>A more inclusive competition offer where all pupils can succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Competition participation logs.</li> <li>Pupil/parent voice (previously strong positive comments).</li> <li>Photographs, awards and certificates from events.</li> <li>Skills assessments linked to PE Planning.</li> </ul>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here