

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



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 are prioritized. CPD and training where needed	Supporting sports coach and teacher are using GS4PE planning and assessment. A folder that is kept in central place in school that has all planning printed off for each year groups and the units that they are taught, in there is the vocabulary pyramids and lesson resources.	Mobility of staff means there are continuing training requirements. Primary teachers would appreciate hands on training to improve confidence to deliver effective PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities.	Positive play has significantly improved children's behavior and made lunch times more structured. At least one Sports coach is on the playground every day and most days there are two. Children also have the opportunity to use resources such as bikes and scooters which timetabled so every child can access them. A large-scale timetable is displayed in the doorway leading out onto the playground ensuring children know what activities are available to them and on what day.	The number of injuries children are experiencing is incredibly high. This is recorded on Tapestry.

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	Money has been specifically spent to develop EYFS and Year 1's outdoor areas and that there are sufficient resources in place to help support out children's physical development. We have purchased two new trolleys that are stocked with a variety of resources such as games equipment (to improve team building) to balls and bats to practice aiming and target skills. These are now up and running in both year groups outdoor areas and have been gratefully welcomed by the children.	The school does not celebrate out of school achievements as well as it could do. Few children bring awards/trophies to Friday achievement assembly.
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	There are a variety of sports on offer to children including yoga, football, dodgeball and basketball. A thorough equipment audit was carried out by the PE lead and sports coach, all equipment needed for lessons is present and is of good quality	Lack of evidence recognizing if girls are fully participating in sport or lunchtime play.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	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.
Raising profile of sport by celebrating achievements outside of school.	To promote a holistic view of success. To strengthen school-community connection. To inspire others. To support wellbeing and inclusion.	Valuing all sport achievements. Promoting wider aspects of school like.	Photos of photos and videos shared via Tapestry. A designated area in school to celebrate/showcase achievements. Celebrating achievements in Friday assemblies.
To offer more opportunities for SEND/Disadvantaged children to access doors and be active. (Woodland class)	To support the development of social skills, emotional regulation and physical well-being.	The child-led learning aspect allows children to learn at their own pace and a way that suits their individual needs.	Timetables – to show dedicated time to active play. Children achieve targets on EHCP plans.
Offer a broader and more equal experience of a range of play. Audit current provision. (Look at Opal play provision)	To increase participation in all play and active sports. To increase variety of play activities to increase participation of inactive girls. To reduce the number of injuries.	Play supports children's self-regulation. Play contributes greatly to diverse areas as language, arts, culture, science, maths and technology.	Pupil voice, reduction in lunchtime accidents. School council project.
Increase participation in competitive sport	To increase physical fitness. To increase teamwork and social connections.	Respect for the rules and teamwork. Dealing with emotions experienced with winning/losing.	Increase in number of competitive sports over the year. Introduce competition during PE lessons and sports day.

Plan, monitor and evaluate (2025/2026)

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups. Offer a broader and more equal experience of range of play: -Fantasy play -Dramatic play -Imaginative play	School council will take an active part in auditing the current provision and gaining pupil voice to create a new vision for playtimes. Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Child voice activities to understand pupils wants and needs recognizing what different Outdoor play provisions offer - such as OPAL. Visit other settings.	A confident school council team have led pupil voice to create a more active and inclusive playground for all pupils. Midday 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 half-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				Physical Resources - £3000 CPD for staff - £2000

Your objective:

	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)	Targeted intervention to support key groups identified through curriculum PE or based upon individual needs linked to SEN, attendance, or behavior (identified by key staff members.) Increased access to woodland class.	Establish children who will require intervention during inclusion meeting, pupil progress & behaviour monitoring. Class teachers identify children and liaise with intervention staff. Offer allocated time slots to access additional PE slots/movement breaks. School SENCO to look carefully at specific children's timetables to ensure sensory breaks are incorporated for SEND children	More opportunities for pupils to meet their daily physical activity goal More pupils are encouraged to take part in PE and Sport Activities. Girls will become more engaged by sport and more opportunities for sport will be created. SEN children supported alongside their EHCP's to develop their social and emotional skills. This has allowed us to achieve all the targeted goals associated with their plan	Data Analysis Baseline Measurement Consultation
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)			Data Analysis: Use PE assessment data, SEN profiles, attendance records, and behavior logs to identify pupils who need additional support. Baseline Measurement: Establish starting points for physical skills, confidence, and engagement. Consultation: Work with SENCO, class teachers, and pastoral staff to confirm needs and priorities	Forest school/woodland class training – £3000 Resources £2000 Lunchtime cover £3000

Your objective:

	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)	All teachers are confident and motivated to deliver high quality Physical education lessons that promote physical literacy, enjoyment and lifelong participation in physical education.	CPD will be practical, hands-on training to experience HQPE sessions themselves. Peer observation cycles to give feedback. Provides opportunities to observe PE coach in action.	Improved physical literacy. Development of fundamental movement skills and understanding. Higher engagement – fun & inclusive lessons lead to enthusiastic participation. Positive attitudes –Fostering long-life love of activity. Community links – strong links with local sports clubs. Consistent high standards – well structured progressive lessons. Long term behavior – pupils are motivated to stay active.	Through observation and through surveys. Use pupil feedback to measure pupil enjoyment and engagement. Create a PE wall of fame?
	What impact have you seen?		Supporting evidence	Approx. cost
Evaluate (Complete in July)				Sports coach - £4043