





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

Review of the last academic year (2024/2025)

- 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.*

Swimming and Water Safety	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 meters	72% of pupils in Year 6 can swim at least 25m. This was achieved following weekly lessons for 3 terms across 2 academic years. Evidence based on information and data collected poolside with swimming teacher.	28% of pupils did not meet the expected standard for the end of KS2 swimming. Due to time constraints we were unable to offer any catch up lessons to the children who didn't meet the standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	68% of pupils in current Year 6 can use a range of strokes effectively. Evidence based on information and data collected poolside with swimming teacher.	32% of children did not meet this target.
3. Perform safe self-rescue in different water-based situations	98% of pupils in year 6 can perform safe self rescues. Evidence based on information and data collected poolside with swimming teacher.	2% of pupils did not meet this target.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	PSD coaches and the majority of class teachers deliver high-quality PE lessons, supporting staff development through consistent modelling of effective practice. Teaching assistants gain professional development through active involvement, while teachers build confidence by observing expert delivery. This approach strengthens staff knowledge, skills and pedagogy, ensuring PE teaching continues to improve across the school.	Leaders need to continue to ensure subject knowledge of PE remains high as PE and sport remain high profile across the school with all staff, even those that do not teach PE. Subject lead needs to ensure that those staff members who are less confident in teaching PE, have the necessary opportunities to develop their skills and knowledge.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of active clubs are offered to encourage all pupils to take part in regular physical activity. Children are motivated to join through targeted promotion, staff encouragement and inclusive opportunities. Increased participation across year groups reflects strong engagement and a growing culture of activity throughout the school. Targeted groups have been introduced once a week to encourage these children to take part in regular physical activity. OPAL play has been developed at lunchtimes. The playground has been resurfaced and some new line markings have been added to support active play.	Although participation in clubs increased, some groups of pupils (particularly SEND pupils and some disadvantaged pupils) did not engage consistently in extracurricular activities. Attendance at some clubs fluctuated throughout the year and there is still a need to offer a greater variety of active clubs. While OPAL has significantly improved active playtimes, continued staff training and investment in resources are needed to maximise opportunities for purposeful physical activity every day. The role of the play leaders needs developing and further line markings need to be added to the playground to encourage active play.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and sport continued to be visible through regular celebration of achievements, active participation in events and a strong partnership with external coaches. Pupils show increased enthusiasm and pride in sporting activities, helping to strengthen whole-school culture, behaviour and engagement in physical activity. **Evidence:** celebration assemblies, newsletters, website/social media posts, pupil voice, increased participation in clubs and competitions.	While PE has a high profile across the school, there is scope to further engage parents and the wider community in promoting healthy lifestyles and physical activity. Greater links with local sports clubs and opportunities for family participation would strengthen engagement. Continue to ensure PE is represented in whole-school improvement planning and staff meetings. **Evidence:** parent feedback, attendance at events and review of communication.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. **Evidence:** extra-curricular – athletics, cross country, hockey, tag rugby, netball, football, dance, acro gym, cheerleading, judo	Offer workshops during curriculum time to increase engagement – look at a skipping workshop for next year. Ensure that girls are offered the same opportunities as boys especially at lunchtime trainings for teams. **Evidence:** club attendance records, pupil surveys and participation analysis.
5. Increasing participation in competitive sport	Children in KS2 represented the school in a large number of events. **Evidence:** Y3 and Y4 girls and boys – netball, football, hockey, cross country, athletics. Y4 girls and boys - swimming Y5 and Y6 girls and boys – football, hockey, cross country, athletics, indoor sports hall, tag rugby, swimming Y5 and Y6 girls - netball	Develop a more robust system for tracking participation to ensure opportunities are shared equitably across all pupils and year groups. Monitor repeat participation alongside first-time competitors to increase the number of children representing the school. Continue to target less active pupils and those who have not yet represented the school. **Evidence:** participation tracking spreadsheet, competition registers and pupil data analysis.

Aims for the next academic year (2025/2026)

- 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

Swimming and Water Safety	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 meters.	45% of pupils can swim confidently over a distance of 25 meters. Evidence based on information and data collected poolside with swimming teacher.	55% of pupils can swim confidently over a distance of 25 meters. This is lower than in previous years and reflects that less children are having lessons out of school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% of pupils can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke). Evidence based on information and data collected poolside with swimming teacher.	Although a greater percentage of pupils can use a range of strokes effectively, they are unable to sustain this and swim for a distance of 25 meters.
3. Perform safe self-rescue in different water-based situations	52% of pupils can perform safe self-rescue in different water-based situations. Evidence based on information and data collected poolside with swimming teacher.	48% of pupils have not met this standard.

Your objective: Develop lunchtime play provision to increase activity for all pupils

	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 all pupils through continuing to expand OPAL play.	Develop play leaders, increase the range of resources and continue to develop line markings on playground to encourage active play, collect pupil voice to understand what they would like to play with.	A confident and competent group of play leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Pupil voice data through 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)	Lunchtime participation in physical activity has increased, with a greater variety of pupils engaging in active play. Playground leaders have developed confidence in organising games, and pupils report enjoying the wider range of activities available. Observations show increased engagement from previously less active pupils, particularly SEND pupils and Y5/Y6 boys contributing to a more positive and inclusive lunchtime environment.	Yes. Playground leaders will continue to be trained annually, ensuring leadership roles are sustained. Playground resources have been purchased for long-term use and OPAL play developments will continue to be embedded into school practice. Pupil voice will continue to shape future playground developments and resource purchases.	Pupil voice interviews. Playground observations and activity monitoring. Behaviour records showing a reduction in behaviour incidents at lunchtime. Playground leader feedback. Staff observations.	£4000

Your objective: To maintain and continue to grow strong links with other schools and provide opportunities for inter- school competitions and festivals.

	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 maintain and continue to grow strong links with other schools via PE Hub and local clubs supported by the Spelthorne Sports Association (SSA).	Commit to paying membership of the SSA. Attending local meetings, competitions and tournaments.	Strengthened links with local schools and will increase opportunities for pupils to take part in competitions, festivals and wider sporting experiences. Regular collaboration will enhance PE lead confidence and practice.	Attendance at SSA meetings. Entry into competitions and tournaments.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Membership of the SSA has provided pupils with regular opportunities to participate in inter-school competitions, festivals and events across a range of sports. Participation has increased, with more pupils representing the school and experiencing competitive sport. Strong relationships have been established with local schools, enabling collaboration and the sharing of good practice. Attendance at PE Hub meetings has supported the development of the PE lead.	Yes. Continued SSA membership will ensure pupils have ongoing access to competitions, festivals and collaborative events. Established links with local schools and PE leads will continue to provide opportunities to share resources, good practice and professional development. Annual membership will remain part of the Sports Premium or school budget to maintain these opportunities.	Competition and festival attendance records. We have entered 12 tournaments, 3 different leagues and 2 festivals. Number of pupils representing the school across the academic year. SSA meeting attendance records and minutes. Photographs, newsletters and celebration assemblies highlighting participation and success.	£350 (SSA) £80 (Surrey Athletics competition fee)

Your objective: Increase the number and variety of clubs on offer so that more children can attend a sports club.

	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)	Increase the number and variety of clubs on offer so that more children can attend a sports club.	A wide range of inclusive sports clubs will be promoted to all pupils, with staff actively encouraging sign-up and removing barriers to participation. Targeted invitations will support less-active pupils, while regular communication with families increases awareness of opportunities.	Increased club participation will ensure more pupils engage in regular physical activity, improving fitness, confidence and enjoyment of sport. Wide access to clubs will help reduce inactivity gaps and support pupils who are less confident or less active. A broad club offer will also strengthen whole-school culture and promote positive attitudes to healthy, active lifestyles.	Register of club attendance. Pupil and parent voice. Number of active clubs on offer at lunchtimes and after school.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The range of clubs available has increased, providing pupils with more opportunities to participate in physical activity at lunchtime and after school. Club attendance has remained high, with targeted pupils (including SEND pupils and disadvantaged pupils) accessing a wider variety of activities. Pupils report increased enjoyment of PE and sport, with many attending clubs regularly and developing confidence, skills and positive attitudes towards physical activity.	Yes. A broad programme of clubs will continue to be reviewed and adapted based on pupil voice and attendance data to ensure it meets the needs and interests of pupils. Partnerships with external providers will continue to broaden the offer. Resources purchased will support future delivery and help sustain participation year on year.	Club registers and attendance data. This year we have offered 19 clubs provided by 6 external providers. Pupil and parent voice. Participation figures for targeted groups (SEND and disadvantaged). Timetable of clubs offered throughout the year. Staff feedback and monitoring records.	£3,783 (Extra-Curricular Clubs run by support staff) £4,895 (Primary Sporting Development lunchtime and after school clubs) £675 Skipping workshop

Your objective: Continue to deliver a strong PE curriculum where all pupils receive high quality teaching

	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 deliver a strong PE curriculum where all pupils receive high quality teaching and all staff have access to high quality schemes, lesson plans and resources.	Purchase and implement a high-quality PE curriculum supported by the SetSet4PE planning subscription. This will ensure all teaching staff have access to progressive schemes of work, lesson plans, assessment tools and supporting resources. Provide staff with ongoing guidance and CPD to ensure confident delivery. Monitor curriculum implementation through lesson observations, pupil voice, planning scrutiny and assessment. Regularly review curriculum coverage to ensure progression and consistency across all year groups.	All pupils receive consistently high-quality PE lessons that build knowledge, skills and confidence progressively. Staff demonstrate increased confidence and subject knowledge when teaching PE. Lessons are inclusive, engaging and appropriately differentiated. Pupils make good progress from their starting points and develop competence across a broad range of physical activities. PE provision is consistent regardless of the class teacher.	Whole-school curriculum maps and progression documents. Lesson observations and learning walks. PE assessment data. Pupil voice demonstrating enjoyment and confidence. Teacher voice showing improved confidence.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff consistently delivered high-quality PE lessons using the agreed scheme of work. Planning was consistent across the school, ensuring progression in knowledge and skills. Teacher confidence improved due to the availability of detailed lesson plans and resources. Pupil engagement and enjoyment increased, with pupils demonstrating improved physical competence and understanding of key skills. Assessment showed good progress and attainment across year groups.	Yes. The curriculum resources and long-term plans are embedded within school practice and will continue to be used in future years. Staff have developed greater confidence and subject knowledge. New staff can quickly access the curriculum and resources, ensuring consistency. Monitoring and annual curriculum review will ensure continued high-quality provision.	Lesson observations and monitoring records. PE assessment data. Staff voice. Pupil voice. Curriculum maps and medium-term planning. Ofsted feedback where applicable. Participation data showing continued engagement in PE lessons.	£5,191 (curriculum materials funded by Sports Premium) £556 (Primary PE subscription)

Total amount of Sports Premium Received in 2025/2026: £19,530
Total amount of Sports Premium Spent in 2025/2026: £19,530