

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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<u>Swimming and Water Safety</u>	What went well?	What didn't go well?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	<p>45% of pupils in year 6 can swim 25m.</p> <p>Evidenced on our school assessment tracker(GETSET4PE) based on information and data collected poolside with swimming teacher.</p>	<p>This was lower than previous years due to a small cohort (20 pupils) and high SEND needs.</p> <p>We had anticipated a higher percentage of children achieving the 25m swimming benchmark; however, the evidence gathered throughout the programme showed notable improvements in pupils' water confidence. Many children demonstrated increased assurance in the water, which supported their overall progress even if they did not yet meet the 25m standard.</p>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	<p>45% of pupils in year 6 can use a range of strokes effectively.</p> <p>Evidenced on our school assessment tracker(GETSET4PE) based on information and data collected poolside with swimming teacher.</p>	<p>This was lower than previous years due to a small cohort (20 pupils) and high SEND needs.</p> <p>Although some children were initially hesitant and lacked confidence when using a range of swimming strokes, they progressively developed the confidence to attempt and refine their technique. Over the course of the sessions, they became increasingly willing to participate and demonstrated noticeably greater confidence in the water.</p>
3. Perform safe self-rescue in different water-based situations	<p>45% of pupils in year 6 can perform safe self rescues.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>	<p>This was lower than previous years due to a small cohort (20 pupils) and high SEND needs.</p> <p>The percentage of Year 6 pupils achieving the expected standard in water rescue was lower than anticipated, largely due to their limited ability to perform the required swimming strokes and to confidently swim 25 metres. However, assessment evidence showed that pupils demonstrated secure knowledge of how to carry out a water rescue safely. They were able to explain safe practices, recognise potential risks, and describe appropriate responses, even if they were not yet able to perform the full practical elements.</p>

Key areas as outlined in PE and sport premium guidance	What went well?	What didn't go well?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Coordinated CPD efforts significantly enhanced teaching staff capability and confidence in teaching PE. As a result, the quality and consistency of PE delivery have improved across the school, contributing to more positive pupil experiences and stronger physical development outcomes.</p> <p>During the autumn term, Ofsted conducted a deep dive in PE and recognised that the school invests significant time and effort into targeted CPD, particularly to support high-quality teaching for pupils with significant SEND and behavioural needs, thereby promoting an inclusive learning environment and sustainability for next year.</p>	<p>A small proportion of Support staff were not consistently able to provide effective support within PE lessons. Some staff lacked confidence in their role or were unsure of how best to assist pupils during practical activities. This limited the level of targeted support available for children who would have benefited from additional guidance.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Daily physical activity increased across the school through improved lunchtime provision, zoned playground areas and refreshed equipment. Extra-curricular opportunities expanded, including new pupil-led activities and accessible lunchtime clubs, boosting participation among less active, SEND and disadvantaged pupils. EYFS balance bike training and inclusive CPD supported wider engagement, while the Healthy Eating Club further enhanced pupils' energy and readiness for activity. Overall, pupil feedback and participation data show a clear rise in engagement with more children achieving the recommended 30 minutes of activity during the school day.</p>	<p>A small proportion of pupils did not engage in extra-curricular clubs, with overall non-participation at 19% in KS2 and 12% in KS1. Engagement remains particularly low among SEND and PP pupils. Increasing targeted support and removing barriers for these groups will be a key focus moving forward.</p>

Key areas as outlined in PE and sport premium guidance	What went well?	What didn't go well?
<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 significantly strengthened across the school. Participation in the Melton and Belvoir Sports Package increased competitive opportunities and community links, while Sports Crew leaders promoted sport through leadership roles. Regular intra-school competitions ensured that the majority of our pupils experienced structured competition. Work towards the School Games Gold Award raised ambition and standards and celebrating achievements through assemblies and social media boosted motivation and parental engagement. Partnerships with local clubs broadened opportunities and encouraged continued participation beyond school.</p>	<p>Further development is needed to strengthen the Sports Crew programme, including providing additional leadership training and expanding their responsibilities across school events and active playtimes.</p> <p>Staff confidence in delivering high-quality PE and supporting active play and lunchtimes requires continued development, with targeted CPD needed to ensure all staff feel equipped to promote physical activity effectively throughout the school day.</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>The school widened access to PE and sport through a diverse range of lunchtime clubs, increasing opportunities for pupils who may face barriers after school. Tailored SEND provision and adapted equipment ensured all pupils could participate fully. A broader offer of inclusive competitions further strengthened engagement and showcased our commitment to equity and high expectations. These developments increased participation, confidence and enjoyment across the school, ensuring every child felt able to succeed in PE and sport.</p>	<p>Evidence from the Get Set 4 PE tracker shows that a small percentage of pupils are still not accessing extra-curricular clubs or competitions, meaning they are not yet achieving 60 minutes of daily physical activity. The next step is to identify these pupils, understand their barriers to participation and implement targeted strategies—such as tailored club offers, increased lunchtime opportunities and personalised encouragement—to improve engagement and ensure all children are supported to meet activity recommendations.</p>
<p>5. Increasing participation in competitive sport</p>	<p>The school increased participation in competitive sport through a structured cycle of intra-class, virtual and inter-school competitions. Strong links with local networks enabled regular entry into events across all key stages, resulting in 57% of KS2, 23% of KS1, 50% of SEND pupils and 41% of PP pupils taking part. This tiered and inclusive approach boosted confidence, teamwork and motivation, making competitive sport a valued and regular part of school life.</p>	<p>Continue to increase participation in competitive sport by identifying pupils who are not yet accessing inter-school, virtual or intra-school competitions. Use participation data from our GETSET4PE tracker to understand barriers and provide targeted opportunities, ensuring a greater proportion of pupils—particularly those currently underrepresented are able to take part regularly.</p>

Aims for the next academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well?	What didn't go well?
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of year 6, 42% of pupils could swim 25m. Evidenced on our school assessment tracker(GETSET4PE) based on information and data collected poolside with swimming teacher.	This was lower than previous years due to a small cohort (21 pupils and 3 late entries) and high SEND needs.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 42% of pupils could use a range of strokes effectively. Evidenced on our school assessment tracker(GETSET4PE) based on information and data collected poolside with swimming teacher.	This was lower than previous years due to a small cohort (21 pupils and 3 late entries) and high SEND needs.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 42% of pupils could perform a safe self rescues. Evidenced on our school assessment tracker(GETSET4PE) based on information and data collected poolside with swimming teacher.	This was lower than previous years due to a small cohort (21 pupils and 3 late entries) and high SEND needs.

Aim	Why?	Key Area – Key Indicators	Supporting evidence
Further develop staff confidence and competence in delivering high-quality PE by strengthening training for teachers and support staff, ensuring all adults feel equipped, supported and motivated to teach engaging and effective Physical Education.	To ensure all pupils consistently receive two hours of high-quality PE each week and have increased access to extra-curricular opportunities, supporting every child to achieve at least 60 minutes of daily physical activity in line with national recommendations.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff confidence surveys/meetings, pupils attainment data, lesson observation reviews, pupil voice.
Provide a broad range of in-school and extra-curricular opportunities that enable all pupils to be physically active on a regular basis, increasing engagement in daily activity and participation in a variety of sporting experiences.	To ensure increasing access to regular physical activity in order to supports pupils' physical health, mental wellbeing and readiness to learn. Providing multiple opportunities to be active helps all children, especially the least active, to build healthy habits, develop confidence and meet national recommendations for at least 60 minutes of daily activity, contributing to improved behaviour, concentration and overall attainment.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Extra curricular timetable and participation data from GetSet4PE. Lunchtime participation data, alongside lunchtime activity plan from GetSet4PE. Data for all physical activity level tracked on GetSet4PE.
To raise the profile of PE and sport across the school by embedding high-quality, inclusive competitive opportunities and celebrating pupil participation and achievement. Through consistent communication, visible recognition and whole-school engagement, PE will contribute to improved wellbeing, behaviour, attendance and a stronger sense of belonging, supporting wider school improvement priorities in line with the School Games values.	Raising the profile of PE and sport is essential because visible, inclusive and high-quality provision strengthens pupils' sense of belonging, boosts confidence and supports positive behaviour and wellbeing. When PE is celebrated and valued across the school, pupils are more motivated to participate, attendance improves, and wider learning behaviours are positively influenced. A strong culture of recognition—through competition, celebration, leadership and whole-school engagement—helps embed the School Games values and contributes directly to whole-school priorities around character development, inclusion and community identity.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Evidence to be shown through increased whole-school visibility of PE and sport, improved pupil voice outcomes, positive behaviour and attendance trends linked to PE engagement, wider participation in competitions and leadership roles, and regular celebration of achievements across assemblies, displays and communications.

Aim	Why?	Key Area – Key Indicators	Supporting evidence
<p>To offer a broader and more equitable experience of diverse sports and physical activities, ensuring all pupils — including both boys and girls — have equal access to high-quality opportunities. By widening the curriculum offer, removing participation barriers and promoting inclusive pathways. the school will enable every child to discover activities they enjoy, build confidence, and develop positive attitudes towards lifelong physical activity.</p>	<p>To ensure the school enables every child to discover activities they enjoy, build confidence and develop positive attitudes towards lifelong physical activity.</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>Evidence will be collected through participation data (GetSet4PE) demonstrating reduced gaps between boys' and girls' engagement, records of a broader curriculum and club offer, pupil voice showing increased confidence and enjoyment, balanced representation in competitions and visible celebration of diverse activities across the school.</p>
<p>Provide a consistent programme of intra-school and inter-school competitions that all pupils can access, ensuring formats are inclusive and responsive to pupil needs and aligned with the School Games framework.</p>	<p>To ensure every pupil can access meaningful intra- and inter-school competitive opportunities, reducing participation gaps highlighted through pupil voice and engagement data. By broadening inclusive pathways into competition, pupils will develop essential physical, social and emotional skills, strengthen their sense of belonging and build positive attitudes towards lifelong physical activity. This approach aligns directly with the principles of the School Games framework and supports a culture where all young people feel confident and motivated to take part.</p>	<p>5. Increasing participation in competitive sport</p>	<p>Competition calendar and results for inter and intra competitions – GetSet4PE and koboca Mini-Olympics and Whole school sports day to include all children within the school.</p>

Sports Premium Funding 2025–2026

This action plan summarises how Sports Premium funding has been used to improve PE, school sport and physical activity, and sets out planned developments for the coming year. The plan is designed to support sustainable improvements, increase pupil participation, improve access to high-quality resources and strengthen active playtimes.

PE and Sport Premium Expenditure 2025-2026 Total Allocation: £17,200	
Category	Expenditure
Staff CPD, sports coach training, clubs, sports events and competitions	£9,638
Resources and improvements to outdoor provision	£4,396
Coaches, memberships and transport	£3,877
Total Expenditure	£17,911

Investment Focused on Staff Development, Resources and Competition

01 Staff Development and Sporting Provision

£9,638

- Sports coach-delivered training
- Staff CPD and mentoring
- Organisation of clubs
- Sporting events and competitions
- Improved staff confidence and expertise

Evidence CPD records • Sports coach records • Competition records • Staff feedback

02 Resources and Outdoor Development

£4,396

- PE equipment
- Playground resources
- Outdoor provision improvements
- Active play opportunities
- Sustainable equipment for future cohorts

Evidence Invoices • Equipment audits • Staff feedback • Site improvements

03 Coaching, Memberships and Transport

£3,877

- Specialist coaching provision
- SSPAN membership
- Access to School Games opportunities
- Transport to competitions and events

Evidence Membership invoices • Competition records • Transport records • PE lead monitoring

Total Expenditure

£17,911

Summary:

What has gone well:

- **Expand Club Variety and Targeted Participation:**

We have prioritised increasing lunchtime clubs to address the low uptake of after-school activities to encourage more children to take part and support the 60 minutes of daily activity. To further support engagement, we are trialling free after-school sessions for gifted and talented gymnasts in preparation for an upcoming gymnastics competition. Additionally, we are introducing a lower-cost club option to assess whether affordability is a barrier to participation.

- **Curriculum and Assessment Development:**

Our PE coach has continued to successfully utilise the GetSet4PE scheme to map out a curriculum tailored to pupils' needs, ensuring progression and supporting accurate assessment and tracking. This approach has strengthened our ability to identify gaps and plan targeted interventions. Additionally, a pupil survey on health, well-being, and PE was completed during the autumn term, providing valuable insights into pupils' perceptions and needs. These findings are now informing our planning and club offerings, ensuring that provision is responsive and inclusive.

- **Enhance Competitive Opportunities:**

We have successfully broadened participation in inter-school competitions, enabling a wider range of pupils to represent the school and build confidence in competitive settings. The use of the assessment tracker has been instrumental in monitoring engagement and progress, ensuring equitable opportunities for all pupils. This data-driven approach has allowed us to track skill development and demonstrate how pupils are applying these skills effectively in competitive contexts. Additionally, it has been fantastic to introduce inclusive sports into our competition calendar, allowing less able and less confident pupils to take part in festivals at their level. This has increased activity, engagement and enjoyment of sporting opportunities for more pupils. We have also increase

Next Steps: Inclusive PE Sessions:

- Embed TA Support: Ensure teaching assistants are actively involved in PE lessons to provide targeted support for SEND pupils and less confident learners.
- Big Moves Training: Schedule in-house Big Moves training during the spring term to address the missed training session due to illness. This will strengthen staff confidence in supporting physical development needs for EYFS and KS1.
- Specialist Support: Invite specialist SEND providers to deliver tailored interventions that promote participation and enjoyment, such as table cricket and soft ball cricket.
- Staff Guidance: Sarah P to lead ongoing support for teachers and TAs, focusing on strategies to engage SEND pupils effectively in PE lessons.
- Training of Sports Leaders: Danny Willcock – Autumn 1 – develop lunch clubs targeted at encouraging the less active and younger children.
- PE lead to carry out PE coach and teacher PE lesson observations.
- Improve swimming attainment – possible booster sessions during the spring or summer term.
- Resource replacement and improve PE provision
- Invite inspirational sports figures to motivate pupils and promote enthusiasm for physical activity.

Priorities for 2026–2027 (1/3)



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Proposed priorities for approval, building on the existing PE and sport plan

Priority	Planned actions	Success measures	Lead and review
1. Staff confidence and inclusive teaching Key indicator 1	Audit teacher and TA confidence. Use coaching and team teaching to practise adaptations for SEND pupils. Complete relevant Big Moves training and agree clear TA roles in PE.	All PE teachers and TAs complete agreed CPD. Follow-up observations show staff applying adaptations. Compare staff confidence and pupil progress with the autumn baseline.	PE lead, PE coach and SENDCo Audit: autumn 2026 Review: each term
2. Daily activity and targeted participation Key indicator 2	Use Get Set 4 PE registers and pupil voice to identify less-active pupils. Offer accessible lunchtime clubs and active play zones. Address cost, confidence and access barriers with families.	Track unique participants each term, including SEND and pupil premium pupils. Reduce non-participation from the autumn baseline and check whether targeted pupils keep attending.	PE lead and lunchtime team Baseline: autumn 2026 Review: each term

Funding: allocation and costs to confirm. Check grant eligibility before committing expenditure.

Priorities for 2026–2027 (2/3)



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Proposed priorities for approval, building on the existing PE and sport plan

Priority	Planned actions	Success measures	Lead and review
3. Pupil leadership and the profile of sport Key indicator 3	Train Sports Crew members to lead supervised playground activities. Give pupils a regular voice in planning. Celebrate effort, inclusion and personal improvement in assemblies and school communications.	Sports Crew run a weekly rota. Termly pupil feedback shows more pupils feel welcome in activities. Keep records of leadership roles and celebrations.	PE lead and Sports Crew Training: autumn 2026 Review: each term
4. A broader, more equal activity offer Key indicator 4	Use pupil feedback to rotate activities such as boccia, kurling and dance. Extend balance-bike and physical-development opportunities in EYFS/KS1. Adapt equipment and provide clear routes into local clubs.	Review the range of activities each term. Check access by gender, SEND and pupil premium status. Use pupil feedback to identify and remove remaining barriers.	PE lead, SENDCo and EYFS/KS1 leads Plan: autumn 2026 Review: each term

Funding: allocation and costs to confirm. Check grant eligibility before committing expenditure.

Priorities for 2026–2027 (3/3)



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Proposed priorities for approval, building on the existing PE and sport plan

Priority	Planned actions	Success measures	Lead and review
5. Inclusive competition for more pupils Key indicator 5	Plan regular intra-school events and inclusive inter-school festivals through local partnerships. Prioritise first-time participants. Adapt formats and arrange transport or support where needed.	Track unique entrants, including first-time participants. Increase participation from the autumn baseline. Review enjoyment and confidence after events, not only results.	PE lead and PE coach Calendar: autumn 2026 Review: each term
6. Swimming and water safety	Assess each pupil's swimming and water-safety skills. Plan additional top-up lessons beyond core provision for pupils who need them. Agree suitable adaptations with swimming staff and families.	Record entry and exit assessments for 25 metres, effective strokes and safe self-rescue. Review individual progress, water confidence and Year 6 outcomes separately.	PE lead and swimming provider Assess: before lessons Review: after each block

Funding: allocation and costs to confirm. Check grant eligibility before committing expenditure.