



Primary PE & Sport Premium Funding

Monitoring & Tracking Form

2025/26



Review of last year (2024-25)

Be clear 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 metres?	90.32% of the Year 6 cohort successfully achieved the 25-metre standard. Attendance records and staff observations confirmed high levels of pupil proficiency.	Swimming attendance records and staff observations evidenced that: Some pupils with EHCPs or additional needs initially found entering the water challenging but were supported well to overcome this and access the sessions.
2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	90.32% of pupils demonstrated effective use of multiple strokes. Practical assessments by swimming instructors.	
3. Perform safe self-rescue in different water-based situations	90.32% of pupils successfully performed self-rescue techniques. Summative assessment data from the provider.	



Key areas as outlined in PE and Sport Premium Guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>-Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Lesson observations, pupil voice, and staff feedback evidence that:</p> <ul style="list-style-type: none"> - Through the use of the NPCAT Teaching and Learning Model, PE lessons developed significantly, with increased pupil engagement, enjoyment and aspiration. 	<p>Lesson observations, pupil voice, and staff feedback evidence that:</p> <ul style="list-style-type: none"> - further CPD is required to fully embed this into quality first teaching.
<p>Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	<p>Pupils developed a greater understanding of tactics and showed improved fitness levels.</p> <p>Staff voice and Pupil voice evidence.</p>	<p>The play and lunchtime activity menu required more inclusive, low-impact options.</p> <p>Identified need to diversify playground activities for 2025/26.</p>
<p>Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>Sporting achievements were regularly celebrated via social media and assemblies.</p> <p>Every class received the mandatory 2 hours of PE per week.</p>	<p>Scheduling constraints occasionally interrupted weekly leadership meetings.</p> <p>Implementation of a "protected time-slot" required for 2025/26.</p>



<p>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>School participation records evidence that:</p> <ul style="list-style-type: none">- All Year 5 pupils had access to a residential experience promoting teamwork, resilience and high levels of physical activity.- All pupils were given the same equitable access to the clubs offer.	<p>Improved recording of participation in wider sporting events such as NPCAT competitions to ensure that all pupils have equitable access.</p>
<p>Increasing participation in competitive sport.</p>	<p>Participation records and the school calendar of events evidence that:</p> <ul style="list-style-type: none">- Links with NPCAT and local clubs were strengthened to encourage participation in competitions and signpost pupils to community sport opportunities.	<p>Improved recording of pupils who go on to access community sport opportunities and celebration of this and pupil achievements on the school social media page.</p>



Aims for next academic year (2025-26)

Be clear how you will focus spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	Input Data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres?	<ul style="list-style-type: none">• Year 4 will attend a two-week swimming block in the Autumn Term. Top-up sessions will be provided later in the year for pupils not meeting the 25m requirement.• Close partnership working with the swimming provider will continue to ensure high-quality provision.	
2. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]		
3. Perform safe self-rescue in different water-based situations		



Aim	Why?	Key area	Supporting evidence
<p>Incorporate a focus on assessment using 'Know, Show, Grow' via PE Passport.</p>	<p>Assessment helps teachers understand pupil progress and underpins planning</p>	<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	
<p>To give all pupils access or signposting to more physical and sporting activities in the .</p>	<p>To promote physical health, teamwork, and confidence while making sport accessible to everyone.</p> <p>To encourage pupils to stay active, build friendships, and develop important life skills such as discipline and resilience.</p>	<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities.</p>	
<p>To continue to use sports leaders to improve participation in physical activity and sports.</p>	<p>We need to continue using sports leaders in school because they provide positive role models, encourage participation, and help pupils develop leadership, teamwork, and communication skills. Sports leaders support inclusive and well-organised activities, increase engagement in physical activity, and help create a safe, motivating environment where all pupils can enjoy and benefit from sport.</p>	<p>3. Raising the profile of PE and sport across the school, to support whole school improvement.</p>	



<p>Continue to provide Year 5 OAA residential and an inclusive club offer (dance, darts, etc.).</p>	<p>Broadens horizons and provides experiences children might not otherwise have</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>Ensure purposeful and planned representation in NPCAT Sport Competitions for all pupils .</p>	<p>Encourages competitive spirit and teamwork</p>	<p>5. Increasing participation in competitive sport.</p>	



Plan, Monitor and Evaluate (2025-26)

Objective 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.

	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 teaching standards and ensure PE has parity with core subjects.	Whole-staff CPD on the responsive teaching model and powerpoints for retrieval.	Staff fully embody PE; pupils can 'Know, Show, Grow' their skills.	Children will be able to 'Know it, Show it, Grow it'
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 2: Increasing engagement of all pupils in regular physical activity and sporting activities.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	Use physical activity to drive greater academic outcomes and attainment.	Increase active lessons and movement breaks throughout the school day.	Fitter, healthier children with improved information retention and energy.	Children will be more energetic throughout the day showing a love of physical activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 3: Raising the profile of PE and sport across the school, to support whole school improvement.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	Celebrate success and improve school-wide behaviour through leadership.	Weekly Sports Leader meetings and social media match reports using #PiusPE.	Improved behavior at lunch; increased sense of accomplishment in pupils.	Children are able to demonstrate this on the yard during break and lunch times.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 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.

	Intent What is your objective?	Implementation How will you achieve this?	Impact What do you hope to see?	Supporting evidence
Plan and Monitor	Ensure equitable access to outdoor adventurous activities and clubs.	Year 5 residential and targeted promotion of clubs to under-represented groups.	High activity levels; children stepping out of their comfort zones.	An enthusiasm for OAA evident through observation and Pupil Voice. Enrolment data demonstrates all pulp demographic groups are represented in clubs attendance.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				



Plan, Monitor and Evaluate (2025-26)

Objective 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
Plan and Monitor	Ensure every child represents their school or house in a sporting team.	Continued partnership with NPCAT Sport for festivals and competitions.	Children will continue to become more physically active which will lead to improved outcomes in PE. Improved success at tournaments.	100% pupil participation in competitive formats; improved tournament success.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate				