



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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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	PE subject leader had release time to support with CPD through team teaching to support teachers in delivering PE lessons. Targeted support where needed. Regular PE subject leader monitoring. Review of curriculum – Complete PE ensuring units chosen have clear progression. CPD during staff meeting sessions to feedback on observations from monitoring focusing on effective PE lessons.	Need more focus on inclusive PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Continued to develop the active lunch times and use of sports leaders As part of the Stanborough Sports partnership all of the children in Years 3 – 6 attended external sports events - Year 3 fun run - Year 4 multisports - Year 5 fun run and Welwyn and Hatfield games - Year 6 multisports Track involvement in enrichment opportunities eg through TAP events Introduced lunch time clubs to increase participation across the school. Careful planning of clubs to ensure access across the school. Registered for extra curricular clubs kept.	Need more focus on access to clubs in Key Stage 1. New equipment needed

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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	- Through the Stanborough Sports partnership regular involvement in inter-school events and competitions. - Sports board to share events attended throughout the year. - Sports newsletter sent each half term - Sports leaders to lead activities at lunch time. - Pupil voice used to track pupil attitudes towards PE	Sports newsletter not being read
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	- Focused on range of sports offered using Stanborough Sports Partnership eg archery. - Club registers kept to monitor participation in clubs across genders - Subject leader focus on collating a document with strategies for scaffolding in PE - Pupil voice from monitoring was positive - Participation in clubs and sports events tracked for demographic groups.	Focus on offer of clubs to children in KS1
5. Increasing participation in competitive sport	- Increased attendance at inter- school competitions and festivals in KS2 - Membership of Stanborough Sports Partnership provided increased access to competitive sport. - Tracker kept to track participation in events	Increased participation among KS1

Aims for the next academic year (2025/2026)



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- 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*

<u>Swimming and Water Safety</u>	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	Swimming lessons were delivered consistently for a year. Spring and Summer term in Year 3 and Autumn term in Year 4.	Lots of the cohort joined the school after school swimming lessons had taken place
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils demonstrated good progress in water confidence, stroke development and water safety	Not all of the cohort were at the school when the swimming lessons took place
3. Perform safe self-rescue in different water-based situations	Pupils developed a good understanding of water safety alongside swimming skills.	confidence in the water was an issue during swimming lessons

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*

Your objective:



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	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 provide an inclusive and varied programme of extra-curricular sporting opportunities that increases participation, promotes enjoyment of physical activity, and a chance to develop their skills through both recreational and competitive sport.	Employ a sports coach to deliver inclusive lunchtime clubs focused on participation and enjoyment, and after-school clubs that develop skills and provide competitive opportunities. Use Complete PE CPD to upskill staff to lead extra-curricular clubs, ensuring sustainable, high-quality provision.	Higher levels of participation in extra-curricular sport Increased pupil enjoyment and confidence Greater representation in competitive events Improved staff confidence to deliver high-quality sports clubs.	- Pupil voice - Monitoring of participation, including engagement of less-active pupils - Club attendance registers - Pupil feedback on sports outside of school
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation in extra-curricular sport, particularly among less-active pupils as these can be targeted. Improved pupil confidence and engagement in physical activity. Increased staff confidence in leading extra-curricular clubs.	Using the CPD from Complete PE is sustainable due to cost Improvements in participation can be maintained without the sports coach going forward as the model can be used to support staff in running these activities at lunchtime in the future	- Club registers - Pupil voice surveys - Staff surveys - Activity trackers	8,000

Your objective:



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	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)	Provide opportunities for pupils to participate in a wide range of festivals and competitions, developing confidence, resilience, teamwork and sportsmanship.	Membership of the Stanborough Sports Partnership Attend a range of local festivals and competitions throughout the year Provide targeted practice and preparation through PE lessons and extra-curricular clubs	Greater numbers of pupils access competitive opportunities, develop positive attitudes towards physical activity and competition, and demonstrate improved teamwork, resilience and sporting behaviours.	- Number of festivals and competitions attended - Number of pupils participating (including SEND, disadvantaged and less-active pupils). - Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased numbers of pupils participating in festivals and competitions Less-active pupils and targeted groups with increased participation More pupils expressing an interest in representing the school at future events. Positive feedback from pupils about competitive sporting experiences.	Membership of the Sports Partnership to continue going forward. CPD from observations of school sports coordinator has increased confidence amongst staff.	- Pupil voice surveys - Tracker recording participation in festivals and competitions	6900

Your objective:



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	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)	Ensure pupils have access to high-quality, appropriate equipment to enhance the delivery of PE lessons, extra-curricular clubs and active playtimes, increasing participation, engagement and enjoyment in physical activity.	Purchase and maintain high-quality PE and play equipment to support the delivery of PE lessons, extra-curricular clubs and active playtimes. Regularly audit resources to ensure equipment meets the needs of the curriculum and promotes inclusive participation across the school.	Pupils access the equipment, resulting in greater participation, engagement and in PE lessons, extra-curricular clubs and active playtimes.	- Pupil voice - Staff surveys - Lesson observations - Monitoring of active play
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils using the equipment during break and lunchtime. Improved quality of PE lessons through access to appropriate equipment. Greater inclusion, with equipment meeting the needs of a wider range of pupils. Positive pupil voice	High-quality, durable equipment Equipment is incorporated into the school's PE curriculum and extra-curricular programme, ensuring ongoing use beyond the current academic year. A programme of regular auditing, maintenance.	Pupil voice Lesson observations Monitoring of use of resources during play times	3800