

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

Commissioned by



Department
for Education



association for
PHYSICAL EDUCATION



Review of the last academic year (2024/2025)

<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	Year 3 and Year 4 pupils accessed a full programme of swimming lessons, developing water confidence and swimming competence. Year 3 and Year 4 swimming programme completed. Swimming instructor assessments and pupil observations indicate positive progress.	Pupils continue to require additional support due to confidence levels, attendance or previous missed swimming opportunities. Additional top-up swimming sessions have been purchased for 2025-26 for those Year 6 pupils who have not yet achieved the national curriculum requirement of swimming 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming lessons provided pupils with opportunities to develop and refine a range of recognised swimming strokes. Pupils demonstrated increasing confidence and competence in front crawl, backstroke and breaststroke throughout the programme. Progressive swimming curriculum delivered. Instructor feedback indicated improvements in stroke technique. Lesson observations showed increasing confidence and proficiency.	Some pupils continue to require further practice to perform all strokes consistently and efficiently, particularly breaststroke, which remains the most technically challenging stroke for some learners. Water worry was high for some children. Instructor assessments highlighted variations in stroke proficiency. Further targeted support may be required for identified pupils.
3. Perform safe self-rescue in different water-based situations	Children enjoy the self-rescue activities and many could perform safe self-rescue.	Water worry was high for some children.

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	A specialist dance teacher delivered high-quality dance lessons across all year groups. Teachers and support staff observed and participated in lessons as part of ongoing CPD. This improved staff confidence, subject knowledge and understanding of progression within dance, supporting the sustainable development of PE teaching across the school. This investment has strengthened staff capacity to deliver high-quality dance lessons independently in future years.	Whilst staff confidence in understanding how to teach dance improved significantly through specialist coaching and observation opportunities, some staff would benefit from further professional development in other PE areas to ensure consistent confidence across the full PE curriculum. Staff voice surveys and monitoring identified areas where further CPD would be beneficial such as gymnastics and some games lessons like tennis and in less familiar activity areas.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Lunchtime sports coaches provided structured physical activity opportunities for pupils across all year groups ranging from football to dodgeball to new small team games. After school events were also offered to a wide range of pupils ranging from the traditional sports like football to the none traditional activities like quidditch. This increased participation in regular physical activity, particularly during unstructured parts of the school day, helping pupils become more active and engaged in sport improving and developing teamwork and resilience. The programme supported the least active pupils and provided inclusive opportunities for SEND pupils and disadvantaged children.	Despite increased opportunities during lunchtimes, a small number of pupils remained reluctant to engage in physical activity on a regular basis. Further work is required to identify barriers and provide activities that meet the interests of all pupils. Lunchtime observations showed that some pupils continued to choose sedentary activities. Pupil voice indicated differing preferences for physical activity. Pupil voice showed a good level of enjoyment at lunchtimes and were happy with the current offering. The survey showed a small percentage of pupils remained under confident and sometimes overwhelmed by the activities.

3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and school sport maintained a high profile through specialist coaching, competitive events as part of the MADCOS group. These included girls and boys' football, netball, celebration assemblies and sporting opportunities. Pupils recognised PE as an important part of school life, supporting physical wellbeing, resilience, teamwork and positive attitudes to learning. Pupils recognise the school's success in P.E competitions.	Although PE and sporting achievements were regularly celebrated within school, there are opportunities to further strengthen parental engagement and promote sporting successes more widely within the school community. Parent attendance at sporting events varied a further parental survey would be welcome in reviewing shared information specifically for sporting success or events.
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	Funding was used to purchase and replenish PE equipment, ensuring all pupils had access to high-quality resources and replace consumer able equipment such as balls and racquets across a broad range of sports and physical activities. Specialist dance provision further broadened the curriculum offer and ensured all pupils, regardless of ability, gender or background, could access a wider range of sporting experiences.	While pupils accessed a range of sports and activities, further opportunities to introduce alternative and emerging sports would help engage a wider range of interests and increase participation among less active pupils. Pupil voice surveys highlighted interest in accessing additional sports and activities beyond the current offer such as martial arts-based experiences.

5. Increasing participation in competitive sport	Funding supported attendance at Sefton inter-school sporting competitions (these included but not limited to boys' and girls' football, netball, cross country), enabling pupils to represent the school in a variety of competitive events. Participation developed teamwork, resilience, confidence and sporting skills while providing opportunities to compete against other schools.	Demand for participation in competitions exceeded the number of places available, meaning not all pupils were able to represent the school during the academic year. Competition registers demonstrated high levels of interest. Team sizes, travel arrangements and event restrictions limited the number of pupils able to participate.
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The school successfully utilised the PE and Sport Premium funding to improve the quality of PE provision, increase opportunities for physical activity and broaden participation in competitive sport. Future priorities include further developing staff expertise across the full PE curriculum, increasing participation amongst less active pupils and girls, and extending opportunities for competitive and alternative sporting experiences.

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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	84%	The number of children able to swim 25m has decreased not only in 25m but in those attending swimming sessions out of school time. This inevitably has an impact on the number of children able to practise and reflect on the in-school swimming sessions. Sending Year 6 children to 'top-up' swimming lessons has ensured as many as possible are able to swim competently and perform self-safe rescue.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	10m front and back only – 86% 25m front and back only – 52% 25m front back and breaststroke – 3%	This has been impacted by water phobia or worries, i.e. the water is too deep, I can't put my face in the water. The level of fitness in children appears to be lower due to less physical activity.
3. Perform safe self-rescue in different water-based situations	Treading water collecting brick – 95%	Confidence and understanding that they will be safe in or under the water. Positive encouragement has worked well.

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Increase participation in competitive sport across all year groups.	To provide more pupils with opportunities to represent the school, develop resilience, teamwork and confidence through competition.	Key Indicator 5	Competition records, participation data, pupil voice and sports partnership calendars.
Increase participation in physical activity for SEND pupils, girls and disadvantaged pupils.	Monitoring has identified these groups as being less likely to participate in some sporting activities and competitions.	Key Indicators 2 & 4	Pupil voice surveys, SEND participation data, lunchtime observations and attendance at clubs.
Improve physical fitness and activity levels of all pupils.	To support physical and mental wellbeing and ensure pupils achieve recommended daily activity levels.	Key Indicator 2	Visual fitness assessments, pupil surveys, active lunchtime observations and club participation records.
Continue to develop staff confidence and expertise in delivering high-quality PE.	To ensure sustainable improvements in teaching and learning across all PE curriculum areas.	Key Indicator 1	Lesson observations, staff questionnaires and PE monitoring.
Broaden sporting opportunities and increase engagement through inclusive clubs and festivals.	To ensure all pupils can access a wide range of activities regardless of ability or background.	Key Indicator 4	Club registers, pupil voice and participation records.



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase the number of pupils participating in competitive sport and broaden opportunities for pupils to represent the school.	Enter a wider range of Sefton School Games competitions. Increase participation in festivals and inter-school competitions. Develop B and C teams where possible. Introduce intra-school competitions and house competitions. Target SEND, girls and disadvantaged pupils for participation opportunities.	Increased number of pupils representing the school. Improved confidence, resilience and teamwork. Increased participation from SEND, girls and disadvantaged pupils. Greater enthusiasm towards PE and sport.	Competition registers School Games records Pupil voice surveys Photographs and newsletters
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The number and range of opportunities for pupils to participate in competitive sport has increased. Pupils have represented the school through football, netball, cross-country and other inter-school competitions and festivals. A greater focus has been placed on identifying pupils who have not previously represented the school, including girls, SEND pupils and disadvantaged pupils. Participation has supported improvements in confidence, teamwork, resilience and pride in representing the school. Further work is required to ensure participation is tracked systematically so that opportunities are distributed as equitably as possible.	Improvements are sustainable because a clear annual competition calendar and established links with Sefton School Games, MADCOS and local schools are now embedded. Participation tracking will be strengthened so that staff can identify pupils who have not yet represented the school. Intra-school competition and B/C team opportunities can continue with limited additional cost and utilise relationships with schools in close proximity to our own.	Competition registers; team lists; School Games and MADCOS records; participation tracking by gender, SEND and disadvantage; photographs and newsletters; pupil voice; records of intra-school events.	£400



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase physical activity levels and improve the fitness and wellbeing of all pupils.	Continue lunchtime sports coaching. Introduce weekly active challenges. Develop active play opportunities. Purchase additional PE and playground equipment. Increase opportunities for active learning and movement breaks. Promote active travel initiatives.	Improved fitness levels. Increased daily physical activity. Improved concentration and wellbeing. Reduced inactivity during break and lunch times.	Fitness assessments Playground observations Pupil voice surveys Participation records
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Targeted lunchtime activities and inclusive sports coaching have increased opportunities for SEND pupils, girls and disadvantaged pupils to take part in physical activity. A broader range of activities has helped engage pupils who do not always participate in traditional team sports. Pupils have shown increased confidence and enjoyment, with inclusive activities supporting a greater sense of belonging. Subsidised opportunities have reduced financial barriers for disadvantaged pupils. However, participation and pupil voice show that some pupils, particularly less-active girls, remain harder to engage and this will continue to be a priority.	The improvements are sustainable because inclusive practice is becoming embedded within lunchtime and extracurricular provision. Pupil voice will continue to inform the activities offered, allowing provision to respond to pupils' interests and needs. Staff and coaches will continue to adapt activities and equipment for SEND pupils. Participation tracking will be strengthened to identify pupils who are not engaging and target future opportunities more effectively. Established approaches can continue each year, although some specialist coaching and subsidised provision will require continued funding.	Club and lunchtime registers. Participation tracking by gender, SEND and disadvantage. Pupil voice surveys. SEND records and provision information. Lunchtime observations. Records of subsidised places. Photographs and newsletters.	£12,360

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure PE, sport and physical activity opportunities are fully inclusive and accessible for all pupils.	Provide targeted lunchtime activities. Use sports coaches to deliver inclusive activities. Introduce girls-only clubs where appropriate. Develop SEND-focused physical activity sessions. Subsidise clubs and events for disadvantaged pupils. ☑ Conduct regular pupil voice surveys.	Increased participation rates for identified groups. Improved confidence and self-esteem. Greater sense of belonging and enjoyment. Improved attendance at clubs and sporting events.	Club registers Participation tracking SEND records Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Lunchtime sports coaching and a wider range of active play opportunities have increased the number of pupils choosing to be physically active during less structured parts of the school day. Pupils have engaged in a range of activities, including football, dodgeball and small-team games, helping to reduce sedentary behaviour and develop fitness, teamwork and resilience. Additional equipment has enabled more pupils to participate at the same time and increased the range of activities available. Pupil voice indicates good levels of enjoyment, although a small number of pupils remain reluctant or lack confidence when joining physical activities. Further targeted work is required to understand and address these barriers.	Improvements are sustainable because structured active play and lunchtime provision are now established parts of the school day. Purchased PE and playground equipment can be used across future years and across multiple year groups. Staff will continue to promote movement breaks and active opportunities throughout the school day. Pupil voice and playground observations will be used to adapt the offer and identify less-active pupils. Some specialist lunchtime coaching will require continued funding, but the approaches, routines and resources developed will continue to benefit pupils beyond the funding period.	Lunchtime coaching registers and timetables. Playground observations. Pupil voice surveys. Club and participation records. Photographs and newsletters. PE and playground equipment records. Fitness assessments where completed.	£3,995

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase the confidence, knowledge, and skills of all teaching staff in delivering high-quality PE across a broader range of curriculum areas (e.g., gymnastics, games, and athletics).	Conduct a staff audit to identify specific low-confidence PE curriculum areas. Provide targeted professional development (CPD) through external mentoring, specialized sports partnerships, or qualified coaches co-teaching lessons. Review the PE schemes of work/lesson planning resources to support non-specialist teachers.	Increased teacher confidence and independence in delivering high-quality, progressive PE lessons. Consistent, high-quality PE teaching across the entire school, regardless of the sport being covered. Sustainable improvement in staff capacity that remains embedded within the school for future cohorts.	Staff confidence audits and voice surveys (pre- and post-CPD). Lesson observations and PE lead monitoring logs. CPD attendance registers and records of purchased teaching resources via PE Hub.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Targeted CPD and specialist support have increased staff confidence and subject knowledge in identified areas of the PE curriculum. Specialist dance coaching has provided staff with opportunities to observe high-quality practice, participate in lessons and develop a clearer understanding of progression and appropriate challenge. Staff are increasingly confident in delivering progressive PE lessons independently and using the PE Hub resources to support planning and assessment. Monitoring indicates greater consistency in PE provision. However, staff voice shows that some colleagues would benefit from further support in gymnastics, athletics and specific games activities, and these areas will remain a priority.	The improvements are sustainable because CPD has focused on developing staff knowledge and skills rather than relying solely on external delivery. Teachers have observed, participated in and worked alongside specialist coaches, enabling knowledge and effective practice to remain within the school. PE Hub planning and resources provide a consistent curriculum structure for future cohorts. Staff confidence audits and monitoring will continue to identify areas for development, allowing future CPD to be targeted effectively.	Pre-and post-CPD staff confidence audits. Staff voice questionnaires. PE lead monitoring records. Lesson observations and learning walks. Specialist coaching and CPD records. PE Hub subscription and planning resources. Teacher feedback.	£2,785