

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- 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 metres	Percentage of children in Year 6 who met the requirements for End of Year 6 Swimming: 91%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We worked with the child, the family, SEND coordinator, attendance support officer and Mental Health Lead to work towards improving the child's skills and ability.	One child did not meet the requirements. We want 100% of the children to meet the requirements. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Percentage of children in Year 6 who met the requirements for End of Year 6 Swimming: 91%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We worked with the child, the family, SEND coordinator, attendance support officer and Mental Health Lead to work towards improving the child's skills and ability.	One child did not meet the requirements. We want 100% of the children to meet the requirements. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	Percentage of children in Year 6 who met the requirements for End of Year 6 Swimming: 91%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. We worked with the child, the family, SEND coordinator, attendance support officer and Mental Health Lead to work towards improving the child's skills and ability.	One child did not meet the requirements. We want 100% of the children to meet the requirements. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

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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	A robust CPD program resulted in an increase in staff confidence, particularly in teaching dance and how to use dance to enhance learning in Maths and English to increase the number of active minutes of learning for the children each day. As a result of a clear focus on teacher CPD and a new curriculum implemented, pupil attainment data rose. It's great that staff now feel confident to enjoy delivering high quality Physical Education including teaching assistants who took part in the sessions with the children in the Team Teach sessions with Blue Moose Dance Company. Lesson Observations and walkthroughs on the Monitoring Form. Discussion and reports for Creative Team governor. Evidence in planning. Portals Usage. Recording Sheets in Planning Folders. Percentage of children who meet expectations. PE Passport App training – multiple sessions for JB – Phone calls and training online. Discussed how the app constrains us and this has been fed back to the team who produce it and certain improvements put in place so we will be able to get the best out of it in the future. Training was disseminated in school to all teachers and teaching assistants so we can all make best use of the money spent on this resource. Sustainable through continuous funding Staff supported in their CPD with Dance, Orienteering, Cricket, Football, Rugby, Dodgeball and Gymnastics and talked about using in lessons. Sustainable through Orienteering online portal, LHSSN for next year (Rugby, Cricket, Dodgeball, football), Dance sustainable through Head to Toe plans left, Gymnastics through purchase of PE Passport bolt on again and through priorities already identified for next year. Orienteering training for all teaching staff – full day Y2/3 – Dodgeball session – Lancaster and Heysham School Sports Partnership session in school including staff training 4.11 - Teaching Gymnastics Training – JB training from ex-British gymnast 5.12 – PE Cluster Meeting - Balmoral Road PE Cluster meeting – Fed back to staff at meeting. This was well timed as there had been other guidance to clarify what the Sports' Premium could be spent on. This meant we changed our priorities for the year again. Sustainable through local schools cluster bought into 20.12 – Blue Moose Dance Inset – Full Day Teaching Staff 16.1 – Breakfast Briefing PE Funding Changes with Head teacher and Creative TEAM Governor	It's great that all staff who were part of the programme for Dance now feel confident to enjoy delivering high quality Dance but we need this to apply to staff who did not work on the Friday delivery sessions.

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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 cont./	Weekly Blue Moose PE Dance lessons (12 weeks) (R-Y6) Weekly Blue Moose English Dance lessons (3 weeks) Y2-6 – Team Teaching with MO and JB Weekly Blue Moose Maths Dance lessons (3 weeks) Y2-6 – Team Teaching with MO and JB Mental Health Awareness Training for Mental Health Children's Champions within school through Lancaster and Heysham School Sports Partnership including one staff member trained 27.3 Online Questions and Answer session with Max Whitlock Y2/3 through PE Passport Gymnastics Bolt on – Ex Olympic/British/World Champion Support Staff meeting – PE Passport App Assessment training session Lancashire Cricket Sessions for Y6/2/3 - Support and training for MO and JB Wigan Warriors Rugby sessions with Y2/3/4/5/6 Support and training for MO and JB Y4/5 Young Leaders' and Play leaders Award through LHSSN 15.5 Y2-6 sessions with Lancashire Cricket Team through LHSSN PE Sports Funding documentation completion session	It's great that all staff who were part of the programme for Dance now feel confident to enjoy delivering high quality Dance but we need this to apply to staff who did not work on the Friday delivery sessions.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for all pupils to engage in physical activity at lunchtimes and breaktimes. 100% of pupils have been active in through Enrichment activities with Garstang School Sports Partnership and Lancaster and Heysham School Sports Network. TA training session on 60 active minutes a day linked to play leaders – Play leaders are now supported by staff on duty to access the equipment daily and support the other children to be active at lunchtimes. This linked well with the Play Leaders training for Year 5 as they will now take over the responsibility to deliver this requirement. Sustainable through LHSSN and equipment purchases to extend and replace broken equipment Play leaders keen and eager to take on roles and responsibilities with younger children keeping themselves and others active. This has been extended to Y4 and Y5 this year as the number of children in each year group necessitated this. This will continue in future year groups as this ensures update training and support for children who are new to the role providing succession planning and sustainability through LHSSN.	Not all pupils are active for 60 minutes a day 7 days a week. We have no data to back up activities outside of school. More KS1 and EYFS clubs needed. After School clubs are generally offered to KS2. Clubs to be offered at lunchtimes next year.

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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	By celebrating PE in worships and activities they have undertaken with the Sports Partnerships as well as sporting accolades outside of school, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week. 1xTA trained on mental Health lead alongside children – Mental Health children's group to be set up next year in association with the mental health lead and should funding allow us to access the LHSSN these children will continue to be trained through this process to support their peers in school. Sustainable through LHSSN. 60 active minutes achieved for children daily. Sustainable through timetable and LHSSN training for children and staff. Mental health impacts on children who have participated – increased confidence to try new things, wanting to participate, wanting to keep fit, asking when sessions are. Challenging curriculum targets for children. Sustainable through PE Passport APP Curriculum. Curriculum adaptation for younger and older year groups as appropriate linked to units for the half term. Adaptations made for children with SEND. Sustainable through PE Passport APP Curriculum. Adaptations made for children with skills supported by learning and clubs outside of school. Sustainable through Swimming sessions, curriculum, gymnastics training and opportunities through LHSSN and GSSP.	Not all pupils are active for 60 minutes a day 7 days a week.

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?
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: Extra-curricular – Dodgeball, Dance, Cheerleading, Netball, Football, Girls Football, Yoga. Focus particularly on encouraging those pupils who do not take up additional PE and Sport opportunities after school to be included/chosen to participate in events in school time. Regular sporting events for the children to attend linked to sport outside school time as well as 2 hours of PE sessions in school every week. Sustainable through curriculum time and GSSP Children experience a wider range of sports.	Not all pupils are active for 60 minutes a day 7 days a week. A limited number of FS/KS1 attended extra-curricular clubs at school. Next year plans include gymnastics, ballet, Olympics, climbing wall
5. Increasing participation in competitive sport	100% of FS/KS1 and 100% of KS2 have taken part in an Inter House competition. 100% of KS2 have taken part in extra curricular competitions.	Continue to develop our competition provision and monitor the engagement of groups in these activities.

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	100% children achieved this.	43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% children achieved this.	43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons.
3. Perform safe self-rescue in different water-based situations	100% children achieved this.	43% of children started at school in or after Year 3 and didn't have experience of swimming or swimming lessons.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
£295 - Gymnastics inset (double checking on cost) £1710 - Gymnastics 12 x 3hrs Fridays Spring Term (double checking on cost)	Staff have identified Gymnastics as the next area of PE where confidence is not as high as other areas.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Including £10 - Rounders training £?? Swimming training SW, MO, JB £?? Swimming training for KH, CC, DG, CP, WM	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. £700 - PE Passport App	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on PE Passport APP assessment.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
£500 - Cross Curricular Orienteering Curriculum use and more access to lunchtime and break	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on PE Passport APP assessment.
£2990 - Autumn Swimming £2350 - Swimming Spring £2780 - Swimming Summer	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week. To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on PE Passport APP assessment.
School Sports Networks £1300 - GCA £2195 - LHSSN	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.

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*

Plan, monitor and evaluate (2025/2026)



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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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Lunchtime supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs for outdoor play provision.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Lunchtime supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Lunchtime supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with lunchtime supervisors. Establish lead lunchtime supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	All activity leaders want to carry on supporting the children who will take over the role next year. Current Year 4 have had training to implement this as Year 5 with Year 6 support. That means that 20 children have been trained in supporting activity and play development at lunchtime. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and children were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 100% Yes - Do I enjoy lunch time? 98% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1605 CPD for staff - In house and through the training undertaken by the children through LHSSN. 3 out of 4 of the lunchtime supervisors have now had the training.

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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)	Staff have identified Gymnastics as the next area of PE where confidence is not as high as other areas. To develop staff's skills in teaching gymnastics skills to develop children's abilities and skill progression.	Gymnastics session 12 x 3hrs Fridays Spring Term with Millie Kent a Support Officer for the LHSSN who has 5 years of experience and a university degree in sports coaching & PE. She specialises in all things gymnastics & holds many qualifications in this sport having performed throughout her life as a gymnast in regional and national level gymnastics.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils' attainment data, less on observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff feel supported and had chance to ask questions of the experts before they left after the training. Hands on creating INSET gave a dynamic approach to the issues children may face and the misconceptions they may have. All feedback from staff has been positive so far. Comments have been made about how much preparation each session requires and whether laminating is for the best with regard to cards. Decision taken not to. JB feels that the preservation of key components that won't change is an effective use of time. Staff confidence improved in teaching Gymnastics sequences within a lesson and over various lessons. Staff knowledge and confidence increased in supporting children to achieve the various skills as above.	Teachers from all classes trained even if they were not delivering Gymnastics this year. Headteacher also undertook training INSET. Teaching Assistants also in sessions to develop skills and assessment techniques.	Progress in children's development seen and commented on by Millie. Staff development discussed with Millie each week. Creative Monitoring document linked to School Action Plan.	£295 - Gymnastics inset £1425 - Gymnastics 12 x 3hrs Fridays Spring Term

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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 ensure all children are participating in two hours a week of high-quality PE every week including swimming.	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education. Timetable 2 hours of PE a week	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	2 hours of PE a week for each class with extra sports sessions added in periodically throughout the year. Children enjoying a variety of PE lessons and sports including swimming. Children in Y2 had a term of swimming lessons. All children in KS2 had 2 terms swimming lesson minimum. Those who needed more had more in Y6. SEND child also had more.	School has a swimming training book with QR codes for staff to learn how to teach strokes etc. Staff now ask what is being taught the following week so they can go to the pool prepared to support teaching. Teachers from all classes trained even if they were not delivering Gymnastics this year. Headteacher also undertook training INSET. Teaching Assistants also in sessions to develop skills and assessment techniques.	Progress in children's development seen and commented on by swimming staff and certificates given. Staff development discussed with pool staff. Creative Teams Report to Governors. document linked to Monitoring and School Action Plan.	£234 Swimming training SW, MO, JB £45 Swimming training for KH, CC, DG, CP, WM, RB, KJ £500 - Cross Curricular Orienteering Curriculum use and more access to lunchtime and break

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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 ensure that all pupils will be active on average 60 minutes a day, 7 days a week	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups to meet 60 active minutes at least 5 days a week. Creation of tig zone, basketball/netball zone, Table tennis tables, Throwing, catching and bouncing zone in addition to the trim trail. Children from various year groups taken to hard court area at lunchtimes for a variety of sports – basketball, netball, football, rugby, bikes and trikes Children to bring awards and certificates to Celebration Worship to encourage and celebrate sports activities out of school.	Increasing engagement of all pupils in regular physical activity and sporting activities Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Physical activity tracked on PE Passport APP assessment in school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have access to activities and equipment at lunchtimes and at breaktimes before school, in the morning and afternoon increasing the time they have to be active participants in sports from 1 hour to 1 hour 35 minutes a day. Greater participation throughout the day. Improvements in behaviour issues at lunchtimes. Some children needing calm time after lunchtime to reintegrate into	All improvements sustainable with sustained funding. More children recognised for their sporting activities	Photographs on Facebook of other sporting activities outside of school	£949- PE Passport App £500 - Cross Curricular Orienteering Curriculum use and more access to lunchtime and break

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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)	All children in Year 6 meet the requirements	Weekly lessons until children have been deemed to have passed: swim competently, confidently and proficiently over a distance of at least 25 metres; Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke); Perform safe self-rescue in different water-based situations. After that, weekly lessons for those Y6 children who need it and for other year groups to have access to lessons in turn to develop their skills before they reach Y6.	Children in Y2-6 having swimming lessons and enjoy learning to swim. For them to make progress towards the end of Y6 expectations.	Data for all physical activity level tracked on PE Passport APP assessment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Y2-6 had swimming lessons and enjoyed learning to swim. They have made progress towards the end of Y6 expectations. Some children have achieved an introduction to water safety. All children have made progress in stroke development. 100% achievement on all three Year 6 expectations.	Changes in how swimming is funded (Sport Premium changes) mean we may not be able to swim all year round. We await updates. The swimming pool are now charging for swimming separately to the transport to the pool which has to be organised with the coach company. This will have an impact on admin and organisation. It may be worth looking in the future at extending the length of the swimming session to cut down on costs of transportation and whether the children would get more out of it or achievement levels would be the same, increase or decrease. Data can't be added to PE Passport because the lessons at the swimming pool do not follow the plans on the APP.	Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	£2990 - Autumn £2350 - Spring £2780 - Summer

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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)	Participation in School Sports Networks For all children to have access to and participate in activities in school and in extra-curricular activities.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children in EYFS, KS1 and KS2 have had access to and participated in sporting activities in school time. Sporting activities used as rewards for House Points rewards. Inter house dodgeball tournament. Children in KS2 have had access to and participated in extra-curricular activities after school. GSSP – Participation rates are high and now only a few children not accessed so meeting with this this year. Aiming to involve all children in Y3-6. We have had to cancel participation in some events due to low numbers of attendance and clashes with other diary events. LHSSN – Children excited to learn and participate in Gymnastics and other activities provided by the group – dodgeball, team games, rewards sessions	Changes in how Sports premium is funded mean we may not be able to access both or either of the SSP. We await updates on how the funding we are given can be spent as we have set out our priorities ahead of time in the past and made commitments then the criteria have changed. Some extra curricular events have been cancelled because of the extreme heat or rain. They have been postponed when possible and re-run.	Budget planning document Creative Teams Report to Governors. document linked to Monitoring and School Action Plan. Photographs on Facebook.	£1300 - GCA £2195 - LHSSN