

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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- 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.

<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	72% of pupils were able to swim confidently. This was an increase from the previous year.	Further work needs to be done to ensure that pupils take up the top up lessons that are offered by the LA and Aquavale. Parents sign up but then don't turn up to the session with their child. We need to explore further ways to provide access for these pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	83% of pupils were able to use a range of strokes effectively. This is higher than the national average. 8x members of staff have completed their Level 1 Swim England training, and this has improved the provision. 1x Staff member enters the water with the children. All staff attending have swimming training.	Further children need to be able to use a range of strokes. We will continue to develop swimming provision into next academic year (25 – 26).
3. Perform safe self-rescue in different water-based situations	100% of pupils can perform a safe self-rescue. This is higher than national average. Swimming lessons at the pool are enhanced by additional land-based safety sessions at school.	

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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	Quidditch workshops for all KS2 pupils followed by Quidditch training for all staff. Quidditch equipment purchased and CompletePE overviews edited so that staff can continue to deliver Quidditch to all pupils in KS2. Purchase, implementation and training for all staff on CompletePE as a SoW. All music purchased and downloaded to support the Dance SoW. Wycombe Wanderers worked with Year 5 and upskilled a TeachFirst trainee in the following GameChangers: Flag Football, Ultimate Frisbee, Tri Golf, Dodgeball and Darts. PE leader attended training through the SSP and was supported to achieve the Silver School Games Award.	Identify what we need to work on to achieve Gold School Games Award.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Purchased 2xiPads specifically for PE lessons for children to be able to access and film parts of games to provide feedback and identify next steps (including for children to use who are unable to physically partake in the lesson). All children in Year 2 to Year 6 partook in an inspiration day and tried out a new sport delivered by an expert e.g. BMX, Scooter, Archery, Street Dance.	Inspiration Days – although the children thoroughly enjoyed these there is no legacy from these experiences and they do not have sustained impact that we can evidence. They also take children off curriculum several times per year and add significant additional workload to the PE leader, which could be better spent elsewhere.

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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	Additional resources to support Loose Parts Play were purchased. Pupils were more active at break times and lunch times because of additional resources being purchased.	Add text here
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	Continue with Boogie Bounce subscription and trained a further two members of staff to be able to run Boogie Bounce clubs for targeted pupils. Pupil voice was positive regarding this club. Additional Forest School resources were purchased and timetable adapted so all Year 3 children took part in Forest School throughout the year. Pupil and parent voice was positive about this. Level 1 and Level 2 Bikeability was offered to children in KS2.	
5. Increasing participation in competitive sport	Children from across the school attended a range of festivals and events throughout the year.	Some events in the school day meant that it was challenging to release small numbers of pupils and the necessary staff to attend. Some venues were not within walking distance and coach travel is currently very expensive.

2. Increasing engagement in regular activity



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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)	Changed the school uniform in line with Active Uniform Alliance.	Informed parents of uniform change July 2025. All children can now wear tracksuits bottoms/shorts and trainers to school every day.	Children being more active at break times and lunch times and engaging in greater levels of risky play. Girls being as active as boys without the constraints of skirts/dresses.	Monitoring the engagement of children especially girls at breaktimes and lunchtimes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

2. Increasing engagement in regular activity



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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)	OPAL Playground For every child to experience memorable and active play times. We think deeply about how every child can thrive — ensuring that each one enjoys at least one hour of high-quality, purposeful play daily, with no exceptions. Through play, we aspire to grow, create with joy, and think with wonder.	OPAL Playground Invested in a two-year OPAL playground project as children are on the playground for 1 year and 4 months of their time in primary school and this is a part of the school day where we can get children more active. Play Vision Play Policy Playworker Training for Staff Play Events for Parents Risk-Benefit Analysis - Investment in Resources for a Sustainable Playground - Mud Kitchen - Sand Pit - Loose Parts Play - Digging Area - Wheels Area - Small World - Music Area	OPAL Playground Children will be significantly more active throughout their school day. Children will develop life skills – resilience, competencies. Children will be outside in all weather conditions – improved mental health and wellbeing. Greater engagement in play at lunchtimes. Greater inclusion for all pupils. Children take risks in their play. Benefits of risky play: - Strength and Endurance - Whole Body Coordination - Emotional and Social Skills - Hand-Eye Coordination - Thinking, Reasoning, Problem-Solving - Early Language Development - Improved Decision- Making	OPAL Playground 100% of children will be active and will enjoy playtimes. Improved communication skills and social and group work skills. Improved creativity, discussion and mental representation. Improved self-regulation: the ability to be aware of and regulates one's own cognitive and emotional mental state and behaviour. Improved core skills. Improved behaviour and reduction in learning time spent dealing with lunchtime issues. Less accidents and incidents. More inclusive, no child is left out or bored.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

4. Broader and more equal range of sports



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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)	Replenish PE equipment to ensure we have enough equipment to teach high quality PE lessons across the curriculum.	Audit current resources and curriculum overview to ascertain if any replacement equipment is required.	Curriculum lessons are suitably resourced for all aspects of the CompletePE curriculum.	Learning Walks
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

5. Increasing participation in competitive sport



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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)	Continue to be part of the School Sport Partnership and actively engage in their offer. Engaging with GLT schools to partake in more collaborative sports.	Invest in PE Leader and other teachers attending PE training (including swimming training) through the SSP. Partake in a range of sporting events and festivals organized by the SSP. Partake in GLT organized events e.g. Winter Wonderland Walk to Lapland.	Confidence from PE Leader in leading PE. Greater range of children partaking in competition with children from other schools.	PE Leader Voice. Staff Voice. Number of competitions/events attended.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				