PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

Review of the last academic year (2025/2026)

- 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	**89% of pupils in year 6 can swim 25 metres.** Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	High level of SEND and do not swim outside of school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**79% of pupils in year 6 can use a range of strokes effectively.** Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	High level of SEND and do not swim outside of school.
3. Perform safe self-rescue in different water-based situations	**86% of pupils in year 6 can perform safe self rescues.** Evidenced on Swimphony assessment tracker based on information and data collected poolside with swimming teacher.	High level of SEND and do not swim outside of school.

Review of the last academic year (2025/2026)

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	Junior Sports Stars – CPD for teachers in year 1 -3 with a focus on Gymnastics. All class teachers spoke highly of the supportive collaborative CPD training within lesson, stating a greater confidence in teaching gymnastics. Will continue to support year 4,5 and 6 next year to increase confidence. **CPD - £4748** **Memberships - £2280**	Due to being a 3 form entry school and hall space, we were limited to only supporting 3 years groups, therefore having to spread CPD over 2 years.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Additional opportunities for children to engage in physical activity within classroom lessons – encouraged through OAA activities within the curriculum, lunchtime activities and morning clubs to encourage additional physical activity. Increase in after school opportunities provided my School of Sport and school sports coach. **Extra Curricular £3066**	Not all pupils are active for 60 minutes a day. Difficult to track – honesty when completing pupil voice.

Review of the last academic year (2025/2026)

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	Use of Sports ambassadors delivering assemblies and organising games and activities during playtimes and lunchtimes. Sport celebrations in weekly assemblies and sharing events that take place over the term with parent newsletters. PTA Bike train - At Chorlton Park we are having big push on cycling this year: continuing our Friday Bike train and a new bike shed. We have also started a new after school club this half-term, Evelyn Odale from the British Cycling organisation has been coaching some of our Year 4 students. The children have enjoyed gaining new skills and confidence in cycling preparing them for next year's Bike Right training.	Lack of resources as they are either lost or being broken over time. Would like to explore different activities such as Boogie Bounce or mini warriors.

Review of the last academic year (2025/2026)

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	Whole school curriculum review using PE Passport. In consultation with staff and children, changes to the curriculum content has been updated to reflect the needs, and interests of the children and competitions attending for UKS2. Children enjoy PE lessons, with an increase in participation stated by class teacher. **Curriculum resources £4112** *Data taken from PE Passport R-Y6 39% after school club attendance R-Y6 22% SEND after school club attendance R-Y6 21 % PPG after school club attendance KS1 after school club attendance – 21% KS2 after school club attendance – 43%	Come lessons need further adaptations – as staff confidence grows through CPD, these can be made more rigorously and naturally when taught.
5. Increasing participation in competitive sport	Use of the school games calendar – enter as many competitions as possible to expose children to a range of competitions, including SEND and PPG. Increased uptake of children Girls Football – Finished top of their league undefeated and then placed 2nd in Greater Manchester Finals – cricket, Netball, Dodgeball, Rounders, Hockey Country Dodgeball **External competitions - £3526** END OF YEAR Data taken from PE Passport pupil participation in competitive sport 60% attending competitions (years 5-6) 54 % of girls attending competitions, (years 5-6) 65 % of boys attending competitions (years 5-6) 55% % of PPG attended a competition (years 5-6) 70% of SEND attended a competition (years 5-6)	Continue to develop our competitive provision. Transport costing – look at alternatives such as parents involved in collection to bring down costs.

Aims for the next academic year (2026/2027)

- 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

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	At the end of year 4, % of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, % of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, % of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education, especially in Gymnastics and dance	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 regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: 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. Sports coach to provide a half-termly intra competition. Competition calendar and register of participants – focus on asking all children at some point over the year
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 ensure that all pupils will be active on average 60 minutes a day.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment. Provide suitable training for our Sports Ambassadors to deliver games and activities at lunch and playtime.

Your objective: Provide CPD and support for all staff

	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 staff feel competent and confident to teach both gymnastics and dance and be able to show clear progression.	Continue to work with Junior Sports Stars to deliver CPD to staff in years 4 ,5 and 6.	That there is a clear progression of skills being taught across school. Staff feel confident to teach gymnastics and dance and are able to support each other.	Staff and pupil voice. Increase in participation. Adaptive teaching
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Develop playtime provision

	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)	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Lunchtime supervisor training, Pupil voice activities to understand pupils wants and needs	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday 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.	Pupil voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times).
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Increased participation of target groups – SEND and PPG

	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)	Increase participation of SEND and PPG children when attending competitions in UKS2	Use of PE Passport to track engagement and monitor children's attendance to competitions. Use internal school data on Insight to ensure all PPG and SEND children are targeted.	Increase in attendance and uptake to a variety of competitions. • Stronger inclusion • Reduced barriers • Better engagement in PE • Positive behaviour outcomes • Improved attendance • Higher profile of inclusive sport • Broader participation data • Clear evidence of targeted impact	
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

Your objective: Raise profile of Sports Leaders

	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)	Raise the profile of our Sports Ambassadors across the school so that they are more prominent.	Badges or lanyards worn daily Ambassador noticeboard with photos Regular assemblies led by ambassadors Running playtime and lunchtime activities Supporting intra-school competitions Presenting awards at Sports Day Ambassador spotlight in classrooms Certificates or termly recognition Training sessions with PE lead	Raising the profile of Sports Ambassadors creates a more visible and confident pupil leadership team who inspire others to get active, improve behaviour during sport and help build a positive, inclusive sporting culture across the school.	Pupil voice questionnaires Staff and lunchtime organisers will see increased engagement and a decrease in behaviour.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				