

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 (2025/2026)



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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	92% of pupils in year 6 can swim 25 metres. In Year 3, 47% of children can swim 25m In Year 4, 75% of children can swim 25m In Year 5, 100% of children can swim 25m	We want this data to be 100%. The pupil who did not achieve 25m joined school part way through Y5 as a non-swimmer. Evidenced based on information and data collected poolside with swimming teacher
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	92% of pupils in year 6 can use a range of strokes effectively. Children completed swimming distance awards with children swimming a variety of strokes confidently over 50m – 500m	Most children were able to swim using a variety of strokes over distances up to 500m. We would aim for all children to be achieving this.
3. Perform safe self-rescue in different water-based situations	92% of pupils in year 6 can perform safe self rescues. Children completed water safety exercises at various levels.	We want this data to be 100%. Our non-swimmer was able to perform safe self rescue exercises with aid.

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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? How will we ensure sustainability?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	CPD (Morton gymnastics & Primary Stars) resulted in increased staff confidence in teaching striking and fielding games and gymnastics. This has positively impacted our quality of PE teaching as teachers were able to use the sessions to create a sequence of learning and progression of skills. They then applied this learning in teaching subsequent sessions in school. Pupils made good progress in line with their prior learning and ability. Club pathways are established and encouraged. 5 pupils currently attend a local gym club. PE Subject leader CPD (Active Cumbria workshop & AfPE) ensured subject leader feels confident in navigating changes to funding and the implications of the revised curriculum.	Need to ascertain post-CPD confidence levels in teaching identified aspects. Club pathways must be maintained once SSP is no longer provided.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	2 hrs per week of PE and additional opportunities for pupils to engage in physical activity across the curriculum (cross-curricular orienteering) and at lunchtimes (Young Leaders) has helped ensure pupils are active for at least 30 minutes per day at school. All children in Years R-6 received swimming lessons, additional to NC requirements. See swimming data above for impact. Extra curricular clubs are well-attended.	Not all pupils are active for 60 minutes a day 7 days a week. We want this data to be 100%. The pupil who did not achieve 25m joined school recently as a non-swimmer and has made significant progress since. Targeting ASC provision is challenging given parents use it for childcare.

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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	PE and Sport has always had a high profile in school. Through intra and inter school events, there are plenty of opportunities and chances to celebrate. We have achieved Gold School Games Mark 2 years running. Our focus has been using PESSPA to support health and wellbeing. Pupils received a consistent approach to mental health & wellbeing and participated in a termly 'Health and Wellbeing Day' and targeted ELSA sessions, focusing on improving physical and/or mental health. Pupils can describe the positive impact of being physical and the outdoors on their physical and mental health. Pupils know strategies for managing anxiety and stress (ELSA assessment) Pupils can describe what constitutes a healthy lifestyle and diet. More pupils eat fruit/vegetables at break times on a daily basis	We need local alternatives to ensure sustainability of specific Health & Wellbeing Days
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	Wheelchair basketball was provided to promote diversity and raise awareness of Paralympics and disability sports. Badminton was introduced and proved to be very popular with older children.	

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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?
5. Increasing participation in competitive sport	All children (100%) take part in some of our intra school events: Sports Day, Cross country, Tennis tournament, Athletics All KS2 children take part in some of our inter-school events: UKS2 football, KS2 cross country & county cross country, LKS2 hockey, UKS2 swimming gala, UKS2 netball, LKS2 tennis, UKS2 cricket, LKS2 Athletics	We would like to see opportunities for inter school events for KS1.