





PE and sport premium

monitoring and tracking form

2026/2027

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

Review of the last academic year (2025/2026)

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	Pool used (Heston), is a 25m pool so children were getting practise of the relevant length without needing to turn.	In some lessons the children were not encouraged to swim the whole distance, markers set up by instructors, approximately at half the length.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children were taught these three strokes plus butterfly if they were in the top group.	Non/New to swimming groups, were only taught crawl/freestyle and backstroke and some relied on using floatation devices.
3. Perform safe self-rescue in different water-based situations	Some children may have been taught this at out-of-school swimming clubs	This was not taught at all as swimmers were all below stage 5.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. To provide different ranges of sport for after-school clubs.	A wide variety of sports were provided through afterschool clubs. A particular success was the large numbers of girls attending Gymnastics club! The Friday Year 6 lunchtime Table-Tennis club proved very popular so the children had to be rotated on a weekly basis. An extra member of staff joined the coaching team and ran a netball club then multi-sports club.	Some clubs were down in numbers in the Summer term compared to the Autumn and Spring terms. Some clubs were not well attended and there was a low attendance of disadvantaged children who were even offered free places through Pupil Premium. Even though Football club was offered to both boys and girls, no girls attended this year
2. To compete in Intra School competitions	Some mini tournaments were set up at lunchtimes including an ongoing peg system for table-tennis on Friday afternoons.	Some mini tournaments didn't take place due to time and personnel so not as many children had the opportunity to compete.
3. To host a Sports tournament	We have contact with several local schools and did discuss what they would like provided and what we could offer. Cricket was popular.	We were hoping to arrange and compete in a mini tournament involving 4 schools inclusive of ourselves but the other schools did not commit so it wasn't run.
4. To train children to become a Sports Leaders.	Appropriate children were selected and initial meetings were held to inform them about the role. Timetables were created for the running od the training which was to be organised by the sports coach.	The summer term became very busy and the timeslots available for the training were not viable so the training did not happen.

5. To have a 'Sports Week'	Initial idea was agreed with the Head-teacher at the start of the academic year with the possibility of replacing the traditional, with possible activities to be run. Some contacts were made with local clubs, e.g. Archery/Canoeing	In the end however, we decided to continue with the traditional Sports-day instead of taking part in a sport week.
6. Introduce an active morning fitness and wellbeing club, Children come to school early and take part in physical fitness exercises to music.	Our morning club was reintroduced as a morning 'Sports Club' which was very well attended and a range of activities were provided to encourage active lifestyles and to support skill development.	Some children didn't participate in the activities provided, preferring to draw and play table games instead.

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 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	Year 4 teaching team to discuss with Swimming teachers at Heston Pool about the priority to get more children swimming longer distances sooner.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Discussions with swimming instructors to be had concerning the earlier intervention of breaststroke and quicker development of swimming without any aids.	
3. Perform safe self-rescue in different water-based situations	Target is for the top group to have some experience of the use self-rescue techniques.	

Aims for the next academic year (2026/2027)

Aim	Why?	Key Area	Supporting Evidence
To re-enter the PSD sports competitions	To increase the amount of children that take part in physical activity.	5. Increasing participation in competitive sport	
To provide alternative playground games at break and lunchtimes	To increase the amount of children that take part in physical activity. To give Sports Leaders a chance to organise and run activities.	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	Timetables, orders of new equipment if needed.
To compete in Intra School competitions	To increase the amount of children that take part in a competitive situtaion in Sport.	5. Increasing participation in competitive sport	League tables and dates of competitions run
To host a Sports tournament	To connect with local schools for future sporting events and give our children more opportunities for inter school competition.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Results sheets/league tables of hosted tournaments
To train children to become Sports Leaders.	To help develop active playgrounds and give children responsibility.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Sports Leader timetable Photos of leaders running sessions
To have a 'Sports Week'	To give all children opportunities to partake in a variety of alternative activities to those taught in the curriculum	2. To engage all children in regular physical activity.	Timetable of events run

Plan, monitor and evaluate (2026/2027)

- 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.
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    5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2026/2027)

Example objective shown below is for reference purposes only:

	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), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	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.	Youth 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). 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. Midday 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. Girls are proving to be the hardest group to engage as some are still choosing not to be active	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 midday supervisors. Establish lead midday 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?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. 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 92% of pupils 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 - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

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