

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	70% Students increased their confidence when taking part in swimming lessons and this enabled them to want to swim outside of school on the weekends and holidays.	30% Most of our students participated in the Swimming lessons. A few students did not, which means that moving forward, we have to continue to encourage our parents and students to take up the amazing free swimming lessons offer.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60% Some of our students were very successful in this are and experienced success. This means that those students are more confident in difficult swimming conditions and can adapt to the surroundings.	40% We do have some students that were not able to achieve this part of the course, or were not able to complete some of the strokes but could do the others. Another area, that we endeavor to practice and give parents the advice and tactics they can use to practice this.
3. Perform safe self-rescue in different water-based situations	45% A hugely valuable skill for our students to have. Lots of our students experienced some these lessons and were able to gain success through	55% This is an area that we need to consider for the next academic year. Building on the students skills.

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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	The actual impact of the implementation has been: •More staff are understanding what PESSPA is. •More staff are feeling comfortable and confident when they attend PESSPA events. •More staff know about Scott Primary Sport. •More Support Staff have attended Fixtures and festivals this year over last year's attendance. •School sport is discussed more by staff members. •The culture of the school and the wider community understand more about what the School are trying to achieve in PESSPA.	Due to staff constraints, we were not able to gain as much time to do Staff CPD sessions on a whole scale basis. One to one sessions were helpful for clarity, but some more time to speak to the whole staff would be more suitable.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The decision to increase the number of young sports leaders and expand the range of clubs and fixtures at our school has had a significant and positive impact across many areas of school life. One of the most noticeable effects has been on student development. By taking on leadership roles, young sports leaders have been able to build essential life skills such as communication, organisation, teamwork, and responsibility. These opportunities have helped to boost their confidence and have allowed them to act as positive role models for younger students. At the same time, greater participation in clubs and fixtures has supported students' personal growth, helping them develop resilience, discipline, and time management skills. These experiences	There is always room for improvement for this are in our school. We need to continue to get students to attend clubs, which means that specific students in each year group need to be encouraged to attend clubs and to be physically active. We will be endeavoring to build our numbers of young leaders, coaches and team captains for the next academic year. We are also aiming to get more students to attend fixtures by attending as many as we can. More fixtures, more numbers.

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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	We feel that the school have done well to inform the local community about our profile in PESSPA. This has been done through our Scott Primary News Letter, Sports Person of the Week, our social media pages and through Dojo. We aim for this to increase further in the academic year 25/26.	This is an area that we can of course increase more in order to continue raising the profile. Including regular updates to our School Governors.
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	We have been very happy with our input in this section. Students have run their own poll to decide KS2 Half termly Clubs, which was solely organised by the students. This gave the students great deal of motivation to pick the sports and to bring their friends to take part, also. We have been successful in our after-school clubs across the school, where we have sparked up strong relationships with Professional organisations to run: Football, Gymnastics, Dance, Rugby and Multi Sports Clubs We will look to increase this number for the next year 25/26..	We can continue to raise our profile here, also. This includes us increasing the range of sports available to our students next academic year. This will need to be agreed by the Head Teacher. Student voice will be very important for this process.
5. Increasing participation in competitive sport	Our school has seen significant benefits from its active participation in after-school fixtures, hosting school events, and being part of the Bedford Schools Partnership. These opportunities have greatly enriched student wellbeing, fostering a sense of belonging, teamwork, and pride. A wide range of students... from all year groups and	We had a class that was not able to attend a Sports Festival last academic year, who needed to have a festival in replacement for them. That meant that the class missed a chance to be at a Sports Festival that year. We will need to make sure that next year, if a class misses a Sports Fixture, that we have

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Aim	Why?	Key Area	Supporting evidence
Staff feeling more confident when teaching PE.	We need to be empowering staff to teach our students to a good standard of PE where the students feel they are making improvement. Teaching staff should feel comfortable in accessing support from our PE Lead when Planning, assessing and Organising PESSPA. The PE lead will act as a mentor and focus on staff feedback when aiming to improve the quality of PESSPA.	Across the board in KS1 and 2	The actual impact of the implementation has been: •More staff are understanding what PESSPA is. •More staff are feeling comfortable and confident when they attend PESSPA events. •More staff know about Scott Primary Sport. •More Support Staff have attended Fixtures and festivals this year over last year's attendance. •School sport is discussed more by staff members. •The culture of the school and the wider community understand more about what the School are trying to achieve in PESSPA.
All students getting something out of each PE lesson and Sporting Clubs	We must aim to: Make each lesson interesting and thought provoking for each student. Differentiate the lessons so that every student can achieve and improve. Delivering exciting lessons has to be driven by the staff. Good support and mentoring to the staff will help to enable good lessons are being taught. Students will be able to feel more empowered and lead more activities due to an increased confidence.	Across KS1 and 2	The decision to increase the number of young sports leaders and expand the range of clubs and fixtures at our school has had a significant and positive impact across many areas of school life. One of the most noticeable effects has been on student development. By taking on leadership roles, young sports leaders have been able to build essential life skills such as communication, organisation, teamwork, and responsibility. These opportunities have helped to boost their confidence and have allowed them to act as positive role models for younger students. At the same time

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	71% We aim to build on last years progress by increasing the number of pupils who can confidently swim 25 metres. Continued swimming provision and targeted support will help pupils develop confidence both in lessons and when swimming outside school.	29% A small group of pupils will continue to require additional support due to confidence, attendance or limited experience. We will continue to work with families to encourage greater uptake of swimming opportunities.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	61% More pupils are expected to develop confidence across front crawl, backstroke and breaststroke through regular practice and progressive teaching.	39% Some pupils may still need additional support to perform all three strokes consistently. Extra practice and guidance will be provided to help them achieve the expected standard.
3. Perform safe self-rescue in different water-based situations	46% We will continue to develop pupils' understanding of water safety and self-rescue so that more children feel confident in a range of water environments.	54% Self-rescue remains an area for continued development. Further opportunities to revisit and practise these skills will help increase confidence and

Priority 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.



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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	To have a member of staff focusing on Dance in the School, who can support and add CPD opportunities for the Staff members. Continuing to analyze and Support teaching staff in planning PE lessons.	We have a member of staff that specializes in Dance. She is happy to help in supporting our staff to feel more confident in their PE delivery. Our PE lead will continue to meet with staff members to have conversations about PE Delivery and Planning.	Staff members feeling more confident when delivering PE lessons generally and having more ideas/planning strategies.	We have had good feedback from staff in the past, who have spoken to us about PE delivery and gaining confidence from formal and informal chats. The students have benefitted.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff have been able to work more independently when planning and delivering PE.	There is a constant need to keep monitoring in this area in order to maintain good standards of PE delivery across the school. New members of staff coming into the school will need support in this and current staff will continue to be supported.	Staff feedback in this area has been positive and staff have wanted to help in the planning and delivery of PE to a greater volume.	In house CPD which is invaluable along with resources from online and planning resources.

Priority 2: 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



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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	Our objective is to have more students being involved in a wide range of Physical activities across the School. This will include: Breaktime and lunchtime clubs. Interventions Leadership After School Clubs Fixtures	Adding more young leaders to our Playground Pal Program. Continuing Fitness and Feelings across KS2. Making sure we have a wide range of Sporting options for Lunchtime clubs. A wider range of Physical Activity Clubs after school. Attending a wide range of Sports Festivals, Inclusion Sports and After School fixtures.	With all of these implementations, we plan to increase all Physical Activity levels of our students across the School. More enjoyment when being Physically Active. Staff and Students taking part in more Physical Activity Fixtures and Festivals.	Student interviews and discussions with staff members. Each have feedback to ask for more variety in activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Students being more active during break times and lunch times. Students enjoying a wider variety of activities. Students that have not appeared in Fixtures before, enjoying the feeling of competitions. Students being given opportunities to Lead and be trained to lead.	Another ongoing process where students must be trained to learn how to be Young Leaders. This year we have had over 50 Young Leaders in KS2. Asking for student feedback on the clubs and how much they enjoyed them. Student voice in gaining new providers. Continuing to involve ourselves in Clubs, festivals and fixtures in order to raise the Physical Education Profile.	Student voice will provide the feedback we need in order to put together a fully comprehensive PESSPA Program which can include all of our students.	£12, 000.