

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

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.

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	100% Children who required extra lessons were identified and all children identified as not meeting the aims got the opportunity to practice essential areas of the curriculum including lifesaving. All children have shown an improvement in confidence in the water. 68% of children have now met the national curriculum expectations. We sent 17 children to attend extra top up lessons. 100% of children that we sent can now swim a length in a stroke of their preference and safely self-rescue.	Review the placement of swimming within the curriculum and consider delivering lessons at an earlier stage, either in Key Stage 2 or earlier in Year 6. This would provide greater opportunity for pupils requiring additional support to access further lessons and intervention before the end-of-key-stage assessment point, helping more pupils to achieve the national expectation.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	68% of children have now met the national curriculum expectations. We sent 17 children to attend extra top up lessons. 100% of children that we sent can now swim a length in a stroke of their preference and safely self-rescue.	
3. Perform safe self-rescue in different water-based situations	68% of children have now met the national curriculum expectations. We sent 17 children to attend extra top up lessons. 100% of children that we sent can now swim a length in a stroke of their preference and safely self-rescue.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing all staff's confidence, knowledge and skills in teaching PE and sport	Staff benefited from PE planning resources and Caroline Stafford's CPD on cross-curricular PE, increasing confidence in delivering engaging and progressive PE lessons across the curriculum.	Provide further opportunities for staff to work alongside specialist coaches and evaluate the impact of CPD through lesson observations and staff voice.
2. Increasing engagement of all pupils in regular physical activity and sport	Funding for Premier Sports, football coaching, karate, playground equipment and new playground markings increased opportunities for pupils to be physically active during lunchtimes, playtimes and after school.	Further target inactive pupils and monitor participation of specific groups, including disadvantaged pupils and those with SEND, to ensure all children access opportunities.

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 as a tool for whole-school improvement	A wide range of clubs, sporting events, Bikeability training, swimming provision and active play opportunities helped embed PE and physical activity as an important part of school life.	Continue to celebrate sporting achievements more widely through newsletters, assemblies and social media to further raise the profile of PE and inspire participation.
4. Offering a broader and more equal experience of a range of sports and physical activities to all pupils	Pupils accessed a diverse range of activities including football, karate, swimming, cycling, orienteering and a variety of Mid Sussex Active festivals and events, broadening experiences beyond the PE curriculum.	Explore additional activities to engage pupils who are less interested in traditional sports and continue to ensure equal opportunities for all year groups and pupil groups.
5. Increasing participation in competitive sport	Membership of Mid Sussex Active enabled pupils to participate in a range of competitions, festivals and sporting events, increasing opportunities to represent the school and develop confidence and teamwork.	Continue to increase participation numbers and provide additional opportunities for less confident pupils to experience competitive sport through inclusive festivals and developmental competitions.

Aims for the next academic year (2025/2026)

- 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:



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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	Assessment records showed that all pupils identified as not meeting swimming expectations received the opportunity for additional support. Children who needed it were invited to targeted swimming sessions provided pupils with regular opportunities to practise and improve their swimming techniques.	Continue to provide early intervention for pupils requiring additional support to further strengthen confidence and endurance in the water. Could we consider using the school sports premium for swimming intervention in earlier year groups to improve the percentage of children that achieved Y6 outcomes.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Additional swimming provision enabled pupils to develop and refine key swimming techniques across a range of strokes. Pupils were given opportunities to apply and practise these skills regularly at weekly additional swimming lessons in Summer 2.	Increase opportunities for pupils to demonstrate proficiency across all recognised strokes in a variety of swimming activities
3. Perform safe self-rescue in different water-based situations	Targeted provision included lifesaving activities, ensuring pupils had opportunities to learn and practise essential water safety and self-rescue skills. Pupils developed their understanding of how to stay safe in and around water. Opportunities for this were also discussed throughout the year with their class teacher including in practice on residential.	Targeted provision included lifesaving activities, ensuring pupils had opportunities to learn and practise essential water safety and self-rescue skills. Pupils developed their understanding of how to stay safe in and around water. Opportunities for this were also discussed throughout the year with their class teacher including in practice on residential.

Aim	Why?	Key Area	Supporting evidence
Staff CPD	To improve staff confidence, knowledge and skills in delivering high-quality PE lessons that improve outcomes for all pupils.	Increasing staff confidence, knowledge and skills in teaching PE and sport.	Staff surveys, PE monitoring records, CPD attendance records and lesson observations.
After-School Clubs	To increase participation in regular physical activity and provide a broader range of sporting opportunities for all pupils.	Increasing engagement in regular physical activity; Offering a broader experience of sport and physical activity.	Club registers, participation data, pupil voice and photographs.
Year 6 Swimming	To ensure pupils leave primary school able to meet the National Curriculum swimming and water safety requirements.	Broadening physical activity opportunities and improving pupil outcomes.	Swimming assessment data showing the percentage of pupils able to swim 25m, use a range of strokes and perform self-rescue.
Safe and Active Travel	To develop cycling proficiency and encourage pupils to adopt active and healthy methods of travelling to school.	A broader experience of a range of sports and physical activities offered to all pupils	Bikeability certificates, active travel data and Active Travel Week participation records.
Raising the Profile of PE and Sport	To embed PE and sport as a valued part of school life and promote healthy, active lifestyles for all pupils.	Raising the profile of PE and sport across the school.	Celebration assemblies, newsletters, social media posts, competition result, sports day, new sporting opportunities and pupil voice

Plan, monitor and evaluate (2025/2026)



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- 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.
- 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

Your objectives:



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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 increase pupils' participation in physical activity during lunchtimes, develop pupil leadership opportunities and support all children in achieving 30 active minutes of physical activity each day.	In partnership with Mid Sussex Active, 12 Year 5 pupils were trained as Sports Crew leaders. These pupils were equipped with the skills and confidence to organise and lead playground games and physical activities during lunchtime. Sports Crew leaders delivered structured activities daily, providing opportunities for children across all year groups to participate in active play. The programme was further promoted through weekly Sports Crew awards presented in assembly to celebrate participation, effort and positive sporting behaviours.	The Sports Crew programme has significantly increased the amount of structured physical activity taking place at lunchtimes. Pupils across the school have engaged positively with the activities on offer to all children, resulting in higher levels of participation during unstructured times and contributing towards the aim of achieving 30 active minutes each day. The programme has also developed leadership skills amongst Sports Crew members and fostered a positive culture around physical activity. Observations show improved engagement, positive behaviour and enthusiasm for active play across all year groups, demonstrating the sustained impact of the initiative.	• 12 Year 5 pupils successfully trained as Sports Crew leaders through Mid Sussex Active. • Daily structured lunchtime activities delivered by Sports Crew leaders. • Participation observations demonstrated high levels of engagement across year groups. • Weekly Sports Crew awards celebrated effort, participation and positive behaviour. • Observations identified improved behaviour, engagement and enjoyment during lunchtime play. • Increased opportunities for pupils to work towards achieving 30 active minutes of physical activity within the school day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Costs
Evaluate	This objective was successfully achieved. The Sports Crew programme has strengthened the school's active culture by providing regular opportunities for participation whilst empowering pupils to take on leadership roles and act as positive role models for younger children.	• Low cost: Once established, it requires minimal financial investment compared to external provision. • Pupil leadership: Develops leadership, responsibility, and confidence in pupils running activities. • High engagement: Encourages more pupils to be active at lunchtime, supporting whole-school physical activity levels. • Ongoing model: Older pupils can train younger pupils each year, creating a self-sustaining cycle.	12 pupils were trained as Sports Crew leaders. Pupil voice data showed that 100% enjoyed the training, 100% regularly volunteered to deliver activities to younger year groups, and 100% would recommend the role to future Sports Crew members. The programme has successfully developed leadership, confidence and a sense of responsibility while increasing opportunities for physical activity across the school.	Mid-Sussex active- £3100

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase staff confidence, knowledge and skills in teaching PE and sporting activities, ensuring high-quality and consistent PE lessons are delivered across the school and reducing reliance on external coaches over time.	Premier Sports provided a qualified coach who worked alongside each class teacher for one PE lesson per week over two half terms. This in-class coaching model offered sustained professional development, allowing staff to observe, practise and develop effective PE teaching strategies within their own lessons. Teachers used the PE Planning curriculum to support a consistent approach to lesson delivery and skill progression.	Teaching quality improved across the school, with greater consistency in lesson structure, skill progression and delivery. Staff to report increased confidence and subject knowledge when teaching PE, particularly in previously identified areas for development. Teachers will be better equipped to deliver high-quality PE lessons independently, making improvements sustainable and embedded within the school's PE curriculum.	- All class teachers will work alongside a qualified Premier Sports coach for one lesson per week across two half terms to develop their confidence and expertise in delivering high-quality PE. - Staff voice will be used to monitor and demonstrate increased confidence and subject knowledge in PE delivery as the programme progresses. - Teachers will adopt and consistently follow a shared approach to PE delivery using PE Planning to ensure progression and consistency across the school. - Over time, reliance on external coaches will be reduced as staff become more confident and capable of delivering PE independently, ensuring long-term sustainability.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Costs
Evaluate	The objective was to increase staff confidence, knowledge and skills in teaching PE and sporting activities. This was successfully achieved, with staff reporting greater confidence in delivering PE lessons and a clearer understanding of progression and skill development. The programme also aimed to reduce reliance on external coaches, which has been achieved through improved staff capability and curriculum knowledge.	- Rapid skill development: Coaches bring specialist knowledge, helping teachers quickly improve confidence and subject knowledge. - On-the-job training: Staff learn in real teaching contexts (team teaching), which is more effective than one-off courses. - Consistency and quality: External coaches can model high-quality PE delivery across the school. - Consistency across the school: A scheme ensures all pupils receive a well-structured, progressive PE curriculum regardless of who teaches it. - Supports non-specialists: Teachers with less PE experience can deliver lessons with greater confidence using clear plans and guidance. - Long-term resource: Once purchased or embedded, a scheme can be reused year after year with minimal additional cost. - Curriculum progression: Good schemes outline skills development over time, supporting high-quality teaching and learning.	100% of staff attended the required training sessions, and all staff reported that the support had a positive impact on their confidence and subject knowledge. Through observing and co-teaching alongside specialist coaches, staff developed their skills in delivering high-quality PE lessons. One member of staff commented, <i>"I feel much more confident teaching gymnastics and rounders after observing and co-teaching with the professionals."</i> This demonstrates the positive impact of the programme on staff development and the sustainability of PE provision across the school.	Premiere sports coaching costs- £5320 PE Planning- £239
Plan, monitor and evaluate (2025/2026)				

	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 raise the profile of PE and sport across the school by providing all pupils with access to a wide range of engaging sporting experiences, promoting participation, enthusiasm and positive attitudes towards physical activity.	A variety of sporting events, workshops and enrichment activities were organised throughout the year. Premier Sports supported the delivery of Sports Day and provided opportunities for pupils to experience alternative sports including archery, fencing, American football and glow-in-the-dark dodgeball in our sports week. All pupils participated in scooter and skateboarding workshops to broaden their physical activity experiences. JOLF delivered taster sessions, while Bike ability provided cycling training for EYFS, Year 1 and Year 5 and 6 pupils to develop cycling skills, confidence and road safety awareness. A professional DJ was employed for Sports Day to create a celebratory atmosphere and encourage whole-school participation.	We hope to see a wide range of sporting opportunities continuing to raise the profile of PE and sport across the school. Pupils will demonstrate high levels of engagement and enthusiasm when participating in both curriculum enrichment activities and whole-school sporting events. Exposure to a broader range of sports will support pupils in developing new interests, increasing participation and ensuring that all children have access to activities they may not otherwise experience. We aim for events such as Sports Day to generate strong levels of pupil, staff and family engagement, further promoting the importance of physical activity within the school community. Opportunities such as Bikeability, scooter and skateboarding workshops will help pupils to develop confidence, independence and practical life skills. Overall, we hope to foster a positive culture around PE and sport, encouraging sustained participation in physical activity across all year groups.	- Every pupil participated in scooter and skateboarding workshops. - Premier Sports delivered enrichment activities including archery, fencing, American football and glow-in-the-dark dodgeball. - JOLF provided sporting taster sessions. - Bikeability training delivered for EYFS, Year 1 and Year 6 pupils. - High participation rates in Sports Day and enrichment activities. - Positive pupil voice and feedback regarding new sporting experiences. - Increased engagement and enthusiasm observed during sporting events. - Whole-school Sports Day with strong pupil, staff and family involvement. - Social media posts, newsletters and photographs celebrating sporting achievements and participation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Costs
Evaluate (Complete in July)	The objective was successfully met, with pupils provided access to a broader range of sporting experiences than the traditional PE curriculum offers. The variety of activities ensured that all children had opportunities to discover new interests and engage with physical activity in different ways.	- Wide range of sporting opportunities can be repeated annually and built into the school calendar, reducing the need for ongoing planning from scratch - and inclusive provision supports sustained pupil engagement and participation across all year groups - Exposure to different sports encourages lasting interests and positive attitudes towards physical activity beyond school - Events like Sports Day are low-cost, easily embedded traditions that continue year after year - Strong pupil, staff, and family engagement helps reinforce a whole-school culture that values physical activity - Workshops (e.g. Bikeability, scooter skills) develop life skills that have lasting impact beyond the programme itself - Embedding PE and sport within the school ethos ensures it remains a consistent priority over time	The initiative had a clear positive impact on participation, enthusiasm and engagement in physical activity. Pupils benefited from experiencing new sports and activities, increasing their awareness of different opportunities available beyond school. Sports Day, enrichment activities and specialist workshops helped develop a positive culture around PE and physical activity across the school. Many pupils who would not typically engage in traditional sports were encouraged to participate through the wider variety of activities offered.	Bikeability- £270 Midsussex active- £3100 Scooter and skateboard workshops £360 Sports day and week provision through premiere sports £1600 Sports day DJ- £250

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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)	To increase participation in extra-curricular sport by providing a broad and inclusive range of clubs that are accessible to all pupils, regardless of gender, ability, SEND or Pupil Premium status, whilst promoting enjoyment, confidence and lifelong engagement in physical activity	A wide range of extra-curricular sports clubs were offered throughout the year to meet the interests and needs of different pupils. Premier Sports delivered clubs for younger pupils, including Multi-Skills, Football and Rounders. Mr Grey provided weekly coaching sessions for KS2 pupils, while Junior Netball Leaders delivered regular netball sessions. Additional opportunities included Kicks Dance and Cheerleading Club, delivered by Christian Marks. Pupil Premium pupils were prioritised for places where appropriate and funding was provided to remove financial barriers to participation. All clubs were fully inclusive, with no gender restrictions, and pupils with SEND were actively encouraged to participate through adaptations and additional support where required	The club offer successfully increased participation in extra-curricular sport across the school and provided pupils with a wide range of opportunities to develop skills, confidence and enjoyment in physical activity. The inclusive approach ensured strong participation from boys and girls, as well as SEND and Pupil Premium pupils. Targeted support helped remove barriers to attendance, enabling more children to access sporting opportunities beyond the curriculum. The variety of clubs on offer catered for a range of interests and abilities, resulting in sustained engagement throughout the year. Participation in clubs also supported pupils' physical development, teamwork, confidence and social skills, contributing to a positive sporting culture across the school. Data for sports	- Premier Sports delivered Multi-Skills, Football and Rounders clubs. Weekly - KS2 football coaching sessions delivered by Mr Grey. - Weekly netball sessions delivered by Junior Netball Leaders. - Kicks Dance and Cheerleading Club delivered by Christian Marks. Pupil Premium pupils prioritised for club places and funding provided where required. - SEND pupils supported through appropriate adaptations. - Clubs open to all pupils regardless of gender. - Club registers showing participation across year groups and pupil groups. - Pupil voice demonstrating enjoyment and increased confidence. - High attendance levels across the range of extra-curricular clubs.
		Sustainability		
Evaluate (Complete in July)	The objective was achieved successfully through the provision of a diverse and inclusive club offer that enabled pupils from all backgrounds to access extra-curricular sport.	- Establishing popular clubs increases pupil engagement in physical activity, creating a lasting culture of participation beyond the funding period. - Equipment purchased for clubs can continue to be used year after year, benefiting future cohorts of pupils. - Strong pupil interest and attendance provide evidence to support future provision through school budgets, partnerships, or trained staff volunteers. - Older pupils develop skills, confidence and enthusiasm for sport, encouraging continued participation and leadership opportunities across the school.	Participation in clubs remained strong throughout the year, with good representation from boys, girls, SEND and Pupil Premium pupils. Pupils developed confidence, sporting skills and enjoyment through regular attendance, helping to embed a positive culture of physical activity beyond curriculum PE	Premiere sports £5320 (A portion of this was to deliver ks1 sports clubs weekly) Joel Grey football coaching- £1870 Kicks -£85 (PP) Cheerleading- £100 (PP) Netball- £1160

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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)	To increase participation in competitive sport and sporting festivals by providing all pupils with access to a broad range of sporting experiences, while ensuring inclusion and creating opportunities for less confident, disadvantaged and SEND pupils to represent the school.	The school actively engaged in a wide range of inter-school competitions, festivals and sporting events throughout the year. Opportunities were carefully planned to ensure pupils from all year groups could participate. Events included both competitive pathways and inclusive festivals, allowing children of varying confidence levels and sporting abilities to take part. Priority places were given to SEND and Pupil Premium pupils at inclusion festivals to remove barriers and encourage engagement. Pupils accessed a diverse range of sports including football, netball, dance, golf, boccia, athletics, swimming, rugby, multi-skills, racket sports, gymnastics, frisbee golf and karate.	Participation in external sporting events was exceptionally strong, with the majority of pupils across the school representing the school in at least one competition or festival. The varied programme of events ensured that pupils who may not traditionally engage in sport were able to experience success and develop confidence through participation. Inclusion festivals were particularly successful in supporting less confident, disadvantaged and SEND pupils, providing positive sporting experiences and helping many pupils feel confident enough to take part in further competitive opportunities. The broad range of sports on offer increased engagement, promoted physical activity and enabled pupils to develop new skills while representing the school with pride.	- Year 1: 19/19 pupils (100%) - Year 2: 14/17 pupils (82%) - Year 3: 9/14 pupils (64%) - Year 4: 20/21 pupils (95%) - Year 5: 25/26 pupils (96%) - Year 6: 23/25 pupils (92%) - High participation rates across all year groups. - Inclusion festivals attended by SEND and Pupil Premium pupils. - Participation across a wide range of traditional and non-traditional sports. - Competition and festival registers. - Pupil voice demonstrating increased confidence and enjoyment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The objective was achieved successfully, with a high proportion of pupils across the school accessing external sporting opportunities. The balance between competitive events and inclusive festivals ensured that opportunities were available for both confident athletes and pupils who were new to representing the school.	- Participation in competitions develops pupils' confidence, resilience and enthusiasm for sport, encouraging continued involvement in future years. - Regular attendance at competitions raises the profile of sport across the school and inspires younger pupils to take part as they move through the school. - Staff gain experience in organising and supporting teams, enabling competitive opportunities to continue in future years. - Established links with local schools, leagues and sports partnerships help secure ongoing participation in competitions. Increased participation creates a sustainable sporting culture where pupils aspire to represent the school and remain physically active.	The impact was significant, with participation rates exceeding 90% in most year groups and 100% participation achieved in Year 1. Pupils developed confidence, resilience and sporting skills while experiencing a variety of sporting environments. Inclusion festivals played an important role in increasing engagement among disadvantaged and less confident pupils, supporting them to progress towards wider sporting opportunities. This approach has helped establish a strong culture of participation and school representation across all year groups.	Mid Sussex active- £3100

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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)	To ensure that all Year 6 pupils develop the swimming skills and water safety knowledge required to meet the National Curriculum expectations, including swimming competently, confidently and proficiently over a distance of at least 25 metres, using a range of strokes and performing safe self-rescue.	Year 6 pupils completed an initial swimming assessment against the National Curriculum swimming criteria. Pupils who were not yet able to swim 25 metres confidently, use a range of strokes effectively, or perform safe self-rescue were identified and provided with targeted weekly swimming sessions during Summer 2. These additional lessons focused on addressing individual areas for development and ensuring pupils had the opportunity to achieve the expected standard by the end of the programme	To increase the number of Year 6 pupils achieving the national swimming standard by providing targeted support for those who were not yet able to swim 25 metres confidently and demonstrate key water safety skills. The intervention aimed to improve pupils' swimming technique, confidence and stamina, enabling more children to meet the expected standard before leaving primary school while developing essential lifelong swimming and water safety skills.	- Swimming assessment that all year 6 children attended to access their abilities. - Intensive swimming course.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	According to the swimming instructor, the intensive swimming course had a positive impact on pupils' confidence, technique and water safety skills. Through focused small-group teaching and targeted practice, 5 of the 12 pupils who were initially below the expected standard made sufficient progress to achieve the Year 6 swimming expectation. The remaining 7 pupils also made measurable progress, showing improvements in stroke technique, confidence and swimming distance, although they did not make enough progress within the programme to reach the expected standard. The instructor reported that the intervention successfully improved outcomes for all participating pupils and increased the overall proportion of children meeting the required standard.	The skills developed through the programme are transferable and long-lasting, enabling pupils to participate more safely in water-based activities and supporting their future physical development. The investment has therefore delivered both immediate outcomes and sustainable benefits by improving pupils' lifelong swimming and water safety skills.	There were 26 pupils in Year 6. Initially, 12 pupils (46%) were not swimming at the expected standard. Following an intensive swimming course, 5 of these pupils achieved the expected standard. As a result, 19 pupils (73%) now meet the expected standard, with 7 pupils (27%) remaining below the standard. The intervention had a positive impact, increasing the percentage of pupils achieving the expected standard from 54% to 73%.	Swimming assessment-£52

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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)	To increase pupils' confidence, competence and independence when riding a bicycle, promote safe cycling behaviours, and encourage active travel as part of a healthy lifestyle.	Sports Premium funding was used to provide cycle training opportunities across the school. Year 1 pupils participated in balance bike training to develop fundamental cycling skills, while Year 5 and Year 6 pupils completed Bikeability training to improve their road safety awareness and cycling proficiency. Year 6 pupils also completed a final Bikeability assessment, which all pupils successfully achieved. In addition, the school took part in Active Travel Week, encouraging children to walk, cycle, scoot or wheel to school, promoting active travel and supporting pupils in achieving their recommended daily physical activity levels	Pupils developed increased confidence and competence when riding a bicycle and gained a greater understanding of road safety. Participation in Bikeability and balance bike training improved pupils' cycling skills and encouraged more children to choose active methods of travelling to school. Active Travel Week increased awareness of the benefits of walking, cycling and wheeling, contributing to higher levels of daily physical activity.	26 out of 26 Year 6 pupils completed Bikeability training, with all participants meeting or exceeding the required standard. Adaptations were made to enable pupils with SEND to access the programme successfully, including the use of a three-wheeled bicycle to meet individual needs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The Bikeability programme has had a positive impact on pupils' confidence, independence and road safety awareness. As a result, many Year 5 and 6 pupils now regularly walk, cycle or scoot home independently and safely. This has helped to increase pupils' daily physical activity levels, promoting healthier lifestyles while also developing important lifelong skills for active and sustainable travel. Pupils with SEND were supported through appropriate adaptations, ensuring equitable access and successful participation for all.	Pupils have developed lifelong road safety and cycling skills, enabling them to travel actively and independently. This supports ongoing participation in physical activity and encourages healthy, sustainable travel habits beyond their time at primary school.	Bikeability instructors reported to the class teacher that all participating pupils successfully met the expected standard and achieved Level 3 proficiency. Pupils demonstrated the skills, knowledge and confidence required to ride safely and responsibly in a range of road and traffic environments. Instructors highlighted pupils' ability to make informed decisions, communicate effectively with other road users and apply safe cycling techniques independently, confirming that all participants had successfully passed the programme.	EY and Y1 Balance bikes- £225 Year 5/6 Bikeability- £270