



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	96% were able to swim more than 25M (compared to 72% in 2024)	4% did not achieve this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	22% were able to effectively use a range of strokes	We would like more of our children to be able to use a range of strokes effectively; target for next year.
3. Perform safe self-rescue in different water-based situations	96% were able to perform a safe self-rescue	4% did not achieve this.

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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	Investment into the 'Get Set PE.' scheme of work which includes planning and lesson resources, with demo videos. Get Set PE scheme provides clear sequences of lessons and clear teaching points, which has increased staff confidence in teaching.	Sports Assistant had to be redeployed to support a child with complex needs, which meant she was unable to support individuals during PE lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	New 'Sports Crew' were trained in Years 5 and 6 Sports Assistant to set up games for break time and lunchtime 5 minutes ahead of those breaks. Skipping workshop to teach all staff and children new techniques. New shed for playground equipment Sports Assistant to encourage less active and disadvantaged children to take PE lessons more actively.	Reviewed that some younger children could also take the lead in running sport so next year will also train Year 2 children; Sports Assistant's time was with a 1:1 child so was unable to support PE lessons as planned. Some children who are less active in P.E. lessons also had Forest School provision this year to increase activity.

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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	Employment of Gymnastics specialist to ensure a high level of gymnastics is taught across the school. KS2 children receive specialist teaching. 100% of children to receive outstanding swimming tuition from an experienced swimming teacher.	To build expertise of teaching staff next year, teachers to observe Gymnastics lessons with a view to team teaching in time.
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	Children are becoming more positive about PESSPA. Profile of Gymnastics remains at the forefront of the school's PE identity. Cross-country has gained a stronger identity within in the school. Proficiency of swimming remains high. Range of Clubs has increased for students with a high number oversubscribed throughout the year. Local events were organised and well-attended.	Next year, for the teacher to observe the gymnastics teacher to build confidence to teach gymnastics to the whole class: CPD
5. Increasing participation in competitive sport	Woking networks WASPS has enabled regular opportunities for competitive support, especially for football, netball and cross-country running. Inter-house competition in the summer term enables the whole school to engage in a competitive event in house teams, in addition to the individual athletics events in the morning.	PE leader to work across the Trust to explore further opportunities for cross school events; transport to competitions can be a barrier to engagement.

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	Awaiting data	A fault with our pool and the extreme temperatures in Summer 2 reduced our available swimming slots considerably, which impacted each year group 1-6. As a consequence, we are looking at varying our swimming times to extend pool use into September and in May for specific year groups. This would enable us to pause swimming in the hottest weeks of the year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Awaiting data	
3. Perform safe self-rescue in different water-based situations	Awaiting data	

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*

Plan, monitor and evaluate (2025/2026)



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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	Develop playtime and lunchtime play provision to increase activity for least active groups.	Train new Sports Crew Provide a range of equipment	A confident and competent group of Sports Crew take initiative and create a more active and inclusive playground for all pupils. 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.	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	Sports Crew began by leading regular activities and actively seeking children that were not engaged in physical activity during lunch times. Lunch times were more active with children having fun. This wasn't sustained past November, as adults were re-directed to support specific children.	Continued training for Sports Crew 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. PE Leader and Sports TA have been leading a lunchtime session Monday-Wednesday which is well-attended. Continue to listen to SEND pupils and tailor activities to their needs and wants.	Sports Crew observed to be enthusiastic about their role and the difference they make.	£195 Sports Crew training £320 Sports equipment £3000 lunchtime support from coach

Your objective:



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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	<i>Increasing participation in competitive sport</i>	Woking WASPS competitions and experiences Cricket coaching available for all KS2 pupils Wednesday after school	St John's Primary School able to enter a team into each event throughout the year, with teams inclusive of our cohorts. Pupils being successful in competing as a team. Boys and girls attending cricket club	Match reports
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	St John's pupils have engaged in: -regular football matches -June 26 Yr 2 mixed football event -Cross-Country running team has been successful -Good engagement in cricket club, which is popular	Woking WASPS coordinator organizes events and competitions, and sign-up is straightforward. Continue to offer cricket club in summer term; parents will have to fund this once Sports premium is removed.		Cricket coaching £550 Active Surrey membership £900 WASPS membership £150

Your objective:



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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	Swimming: Swim competently, confidently and proficiently over a distance of at least 25 metres	Blocks of swimming lessons for each year group; focus on Yr 5/6 non-swimmers	All non-swimmers learn to swim	Assessment
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Awaiting data	Awaiting data	Awaiting data	£1000 swimming teacher and pool maintenance

Your objective:



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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)	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Blocks of swimming lessons for each year group; focus on Yr 5/6 non-swimmers	All Yr 5/6 can use more than one stroke. Confident swimmers able to use a range of strokes with confidence.	Assessment
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Awaiting data	Awaiting data	Assessment	see above

Your objective:



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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	<i>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</i>	Get Set 4 PE scheme ensures a good range of sports and skills. Sports coaches 3 pms/week to model PE teaching to staff, with support staff to help reluctant children engage. Continue to offer Forest School for all years throughout the year Skipping Day Autumn Term	Children are active and engaged during PE lessons and developing their skills. Inactive pupils are participating. Active and inclusive Forest School sessions for each year group. All children engaged and continue to skip during playtimes.	Lesson observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Get Set 4 PE has enabled a broad offer of sports and skills during PE lessons Forest School continues to be a positive provision to encourage all children to be active outside all year long.	Coaching has had limited impact. Gymnastics coaching was really successful, with specialized coach supporting pupils to make progress during their sessions. Teachers were able to participate and observe, so that they are ready to teach this unit on their own next academic year. Different coach secured for Get Set 4 PE next academic year. Forest School will continue every afternoon next year.	Lesson observations of Gymnastics and PE. Pupil responses and assessment of skills Photos	££,572 for Gymnastics coach £460 Get Set 4 PE £7787 Sports TA supporting PE time £798 PE apparatus equipment check £170 Forest School first aid training £400 skipping workshop

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