

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

Commissioned by



Department
for Education

Created by



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St Botolph's PE and sport premium monitoring and tracking form



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Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Swim proficiency review of the last academic year (2024/2025)



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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	85% Initial assessments of this year group showed only 15% of them could meet this target despite targeted swimming support through the local authority regularly in previous years. Having the pool onsite meant a tailored, send friendly approach to children's swimming could be taken and the pop up pool was well received by both staff and children.	We were unable to repeat this amazing progress due to overriding trust decisions this year
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	95% Initial assessments of this year group showed only 80% of them could meet this target despite targeted swimming support through the local authority regularly in previous years. Having the pool onsite meant a tailored, send friendly approach to children's swimming could be taken and the pop up pool was well received by both staff and children.	We were unable to repeat this amazing progress due to overriding trust decisions this year
3. Perform safe self-rescue in different water-based situations	98% Initial assessments of this year group showed only 70% of them could meet this target despite targeted swimming support through the local authority regularly in previous years. Having the pool onsite meant a tailored, send friendly approach to children's swimming could be taken and the pop up pool was well received by both staff and children.	We were unable to repeat this amazing progress due to overriding trust decisions this year

Swim proficiency review of current academic year (2025/2026)



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<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	56% Using the pop up pool in 24/25 meant that three year groups were able to access swimming in the first term and were able to master stroke use and self rescue. Initial assessments showed only 22% of this cohort could meet this target before swimming in 2024-25 using the pop up pool despite having had swimming allocation delivered by the LA in the previous year.	More time was needed this year to embed stamina using the strokes that children had mastered. A late trust wide decision to not engage with the pop up pool meant that we were unable to secure any further swimming allocation this year and children were unable to embed these skills
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% Initial assessments showed only 78% of this cohort could meet this target before swimming in 2024-25 using the pop up pool despite having had swimming allocation delivered by the LA in the previous year.	A trust wide decision to not engage with the pop up pool meant that we were unable to secure any further swimming allocation this year and children were unable to embed these skills
3. Perform safe self-rescue in different water-based situations	90% Initial assessments showed only 85% of this cohort could meet this target before swimming in 2024-25 using the pop up pool despite having had swimming allocation delivered by the LA in the previous year.	A trust wide decision to not engage with the pop up pool meant that we were unable to secure any further swimming allocation this year and children were unable to embed these skills

Plan, monitor and evaluate current academic year (2025/2026)



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- This document should be viewed as information regarding the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming)..
- The document is a working document that is refined and amended during the year..
- An evaluation of last year's funding is included to evidence where the academy has targeted its spend, what impact we expect it to have and why. All spending of the funding conforms with the terms outlined in the conditions of grant.
- The funding is intended to make additional and sustainable improvements to the PE and sport in our academy.
- It is a continuation of our aim to develop and add to the PESSPA activities that our academy already offers.
- Spend is allocated and reviewed to align with the following, colour coded DfE aims.

1. increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
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
5. increasing participation in competitive sport

Your objective:2025/26



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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)	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Gymnastics coaching and CPD provided by ACES holistic physical activity specialists	Staff confidence audits will reflect that staff have more confidence in teaching and planning a range of gymnastics skills, lessons and	Staff confidence audits Accurate assessment and increase in ability across gymnastics Increased positivity and pupil confidence in pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence in teaching PE has increased and all staff now feel they are more confident to support and teach a range of discipline specific gymnastic skills	Staff training, accurate planning and resources are in place with HLTA and cover also trained to improve in capacity and sustainability across years groups	Internal assessment data Lesson plans Pupil voice Staff confidence audit	£4950

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)	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Offer a coaching specialist to support a lunch club for all year groups and an afterschool club for KS2 children in line with pupil voice requests Offer low impact cross curricular activities through permanent markers set up around school and through use of the cross curricular orienteering company website.	Children feel safer and more confident in participating in physical activity during break, lunch and after school. Children who are noted as leading a "sedentary life style" have access to low impact, cross curricular orienteering activities during break and lunch times	Lunchtime staff confidence audit Participation of enhanced curriculum offer Pupil voice Physical activity hotspot audit tool
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children say that they feel safer and more confident in participating in physical activity during break, lunch and after school. They enjoy the support of a "professional" coach and uptake in these clubs is consistently high. Children who are noted as leading a "sedentary life style" have access to low impact, cross curricular orienteering activities during break and lunch times	Lunch time staff have benefitted from the examples of structure and teaching demonstrated by the coach. Children are now in a pattern of physically active breaks and lunch times. Permanent marker will remain in place with resources readily available for children at all times. Teachers have access to resources for event days and other activities with ongoing subscription.	Lunchtime staff confidence audit Participation of enhanced curriculum offer Pupil voice	£4380 £0

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)	3. Raising the profile of PE and sport across the school, to support whole school improvement	Children will benefit from a holistic dance and movement curriculum that is mapped across foundation subjects to support- communication and language skills, retention of key historical facts, self confidence and presentation skills through coaching and lesson delivery by IGNITE	Children will have greater confidence when performing and show greater oracy skills when communicating ideas Children will have access to a professional dance teacher to support skills progression across year groups	Pupil voice Staff confidence survey Internal assessment data across foundation subjects Internal assessment data across dance/pe curriculum
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have greater confidence when performing and show greater oracy skills when communicating ideas Children have access to a professional dance teacher to support skills progression across year groups	Children will show progression in performing and show greater oracy skills when communicating ideas as they move through schools Staff have a greater understanding of how physical activity can be embedded across the curriculum to support whole school improvements.	Pupil voice Staff confidence survey Internal assessment data across foundation subjects Internal assessment data across dance/pe curriculum	£7560

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)	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 will commit to a minimum gender representation ratio for all participation events As per pupil voice gender specific football sessions will be implemented during lunch and break times We will take advantage of the gender come and try events offered by the SGO We will offer all children to experience a sport not in their normal cultural sphere- Ping pong	Pupil voice will reflect that there is no gender gap in access to sporting events, clubs and enhanced offers Enhancement and PD tracker will reflect that there is no gender gap in access to sporting events, clubs and enhanced offers Pupil voice will reflect that children have enjoyed participation in table tennis and have a better understanding that net and wall games have different genres beyond football and rugby	Pupil voice PD and enhancement tracker Physical activity hot spot tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupil voice reflects that there is a reduced gender gap in access to sporting events, clubs and enhanced offers, though we would benefit from more of a focus in this area in future years Enhancement and PD tracker reflect that there is a closing gender gap in access to sporting events, clubs and enhanced offers Pupil voice reflects that children have enjoyed participation in table tennis and have a better understanding that net and wall games have different genres beyond football and rugby	Resources and skills taught have been replicated with table tennis sessions and have been well utilized particularly with SEND pupils as a low impact competitive activity that supports their regulation Minimum gender ratios for representation at events to continue Gender specific football session to continue	Pupil voice PD and enhancement tracker	£727

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)	5. Increasing participation in competitive sport	Fully utilize the school games organizer offer Explore more opportunities to compete, host and attend trust wide events	Pupil voice will show that children have an increasing participation level in competitive sport, across all year groups, demographics and genders	Pupil voice PD and enhancement tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Using sports premium funds to support transport costs to participation events has meant that our children have experienced a wide range of events such as tennis, triathlon, send festivals and rugby tournaments	Though some children will benefit from the legacy of this there is no in built sustainability if there is a decision to cease ring fenced sports premium funding	Pupil voice PD and enhancement tracker	£1170

Allocated budget tracker by priority area

1. increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
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
5. increasing participation in competitive sport



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description	amount	
Pe tournament coaching lunch and after school club	360.00	
Pe tournament coaching lunch and after school club	360.00	
Pe tournament coaching lunch and after school club	480.00	
Pe tournament coaching lunch and after school club	360.00	
Pe tournament coaching lunch and after school club	480.00	
Pe tournament coaching lunch and after school club	330.00	
Pe tournament coaching lunch and after school club	480.00	
Pe tournament coaching lunch and after school club	360.00	
Pe tournament coaching lunch and after school club	450.00	
Pe tournament coaching lunch and after school club	360.00	est
Pe tournament coaching lunch and after school club	360.00	est
events		
A1 football factory- event	140.00	
A1 football factory- event	140.00	
Minsthrop come and try festival	140.00	
triathlon	230	
Rugby	140.00	
trust football tournament	220.00	
Tennis tournament	160.00	
ACES Holistic PE - Gymnastics		
Sept	450	
Oct	450	
Nov	450.00	
Dec	450.00	
Jan	450.00	
Feb	450.00	
Mar	450	
Apr	450	
May	450	est
June	450	est
July	450	est
Resources to support engagement		
cones	9.69	
bibs	77.96	
balls	18.99	
footballs	49.90	
pingpong balls	25.49	
Ignite- cross curricular physical activity		
Autumn term	2,520.00	
Spring term	2,940.00	
Summer term	2,100.00	
Wider sports opportunities		
PING PONG 4U- lunch and classroom activities	727.00	
	18,969.03	
Budget remaining	-599.03	

Review of the current academic year (2025/26)



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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	• Staff confidence surveys • Feedback through delivery of CPD and subject leadership • Lesson observations and learning walks confirm that staff are teaching a sequential curriculum that develops skills and knowledge over time. • Pupil voice surveys conducted in September and May confirm that children feel more active and that they have a wide range of enjoyable sports activities throughout the year. • CPD on assessment using the assessment and reporting tool took place and teachers confirm that this supports them in using this to tackle misconceptions in procedural knowledge	• Staff still report that they struggle with the overwhelming nature of teaching swimming themselves in a public pool and are unsure how this can be made safer and scaffolded for learners with addition needs such as sensory needs or those with neuro diversity
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Increase the number and range of activities an club's on offer aligned to pupil, parent voice • Implementation of new extra-curricular timetable • Develop provision for physical activity at lunchtime by: increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders • Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play	• Not all children are experiencing 60 minutes of activity throughout the day and are have limited access to physical activity outside of school

Review of the current academic year (2025/26)



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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	Monitoring of Goodly award, achievements and pupil voice confirms that school wide activity is higher this year and in particular during lunch times	More work is needed around promotion of the opportunities and aspirations physical sports and activity can bring.
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	- Get set 4 PE assessment data shows that the children are beginning progress in both procedural and disciplinary knowledge across a wide range of sporting opportunities. Pupil voice also confirms that children are progressing more in their knowledge of disciplinary vocabulary across a range of sports. - Assessment and pupil voice confirm that children have enjoyed and progressed in the opportunity to participate in new sports.	There are some areas of the curriculum that are showing weakness in delivery such as invasion games and the teaching of a broad range of strokes in swimming with many children unable to meet the national curriculum expectation at the end of the year.
5. Increasing participation in competitive sport	Use of competition registers, tracking and mapping of participation events throughout the year shows a broad range of access across many areas.	Some children feel that they have not been "chosen" to participate and younger year groups feel that they have no events offered to their year group