

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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Key areas as outlined in PE and sport premium guidance	Review
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	• In order to enhance the PE curriculum taught in school and deepen the knowledge and skills of staff delivering the PE curriculum, school have continued to work alongside Key PE Sports and other specialist providers. • Continued annual subscription to the Key PE Sports scheme of work for PE. • Pupil voice highlights enjoyment and increased confidence. • Through high-quality PE professional development, the staff team have now been upskilled in the teaching of PE. • New ECT has undertaken a year of shadowing sports coach. • Staff CPD sessions held by Key PE Sports across the year include: planning, assessment, lesson design, subject leadership development.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Additional opportunities have been provided for all pupils to engage in physical activity at breakfast club, lunchtime and extra-curricular clubs, alongside encouragement to walk to school. • A broader experience of a range of activities offered to all pupils. • Participation tracked by school leaders and analysed to identify strengths and development points linked to pupil groups.

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Key areas as outlined in PE and sport premium guidance	Review
3. Raising the profile of PE and sport across the school, to support whole school improvement	• PE and sport is celebrated across the school in celebration worship, newsletter etc. • Pupils are inspired to be more active and have access to opportunities to support other pupils in roles such as being a 'Sport Leader' or take part in 'Sport Council.'
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	• Continued to offer a wider range of activities both within and beyond the school day in order to get more pupils involved: Extra-curricular – Multi-Sports, Play-Leaders, Gymnastics, Football, Cricket. • Focus particularly on those pupils who do not take up additional PE and Sport opportunities, PPG, SEND, EAL, BOYS, GIRLS.
5. Increasing participation in competitive sport	• Opportunities to participate in cluster competitions in a variety of sports for boys and girls. • Competition offer across KS1 and KS2 including; Football, Cross Country, Panathlon, Cricket and Multi-Skills. • St. Paul's works with The Bolton School Games Partnership, ensuring that our pupils access targeted and appropriate competitions.

25/26 Objective: Increase confidence, knowledge and skills of all staff in teaching PEassociation for
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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	Improve staff confidence and subject knowledge in PE to ensure consistently high-quality teaching across all year groups.	To continue employing a specialist sports coach for 1 full day, in order to ensure ECT's can benefit from specialist teaching. PE Subject Lead to attend relevant CPD in order to support colleagues across school. Use staff voice to determine CPD plan for 2025/26.	Staff Confidence increases Feedback from Learning Walks and Lesson visits demonstrates increased staff knowledge and understanding of lesson design and assessment in PE.	Staff voice data Pupil attainment Lesson visit and Learning Walk feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff CPD sessions held by Key PE Sports across the year include: planning, assessment, lesson design, subject leadership development Increased improvement in quality of teaching across the school.	Coaching and ongoing CPD.	Lesson visits Learning Walks Pupil attainment	See DfE report.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Further develop lunchtime provision to increase activity for least active groups.	Continue planning weekly programme of activities linked to Key Stages, which include a range of different equipment and games for children in EYFS-Y6. Train new Sports Leaders and lunchtime supervisors in leading play.	Highly trained and competent sports leaders and staff who take initiative and create a more active and inclusive playground for all pupils. All staff on duty on the playground leading a range of physical activities and role modelling expectations. An outdoor environment which meets the needs of all pupils especially SEND and girls.	Staff Voice Observations of the outdoor area during the school day Pupil voice Feedback from sports leaders and Junior Leadership Team.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased engagement levels in physical activity at lunchtimes for targeted groups, eg KS1, SEND, Girls due to a wider range of activities available now. Pupil voice positive	Annual training of sports leaders and refresher training to be provided to all staff who supervise pupils during outdoor time. Identify any further new equipment which would enhance the level of physical activity options available at playtime and lunchtime.	Staff Voice Pupil Voice Observations	See DfE Report.

25/26 Objective: Increase participation in competitive sport



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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	Ensure all pupils can access competition through intra school, as well as all pupils accessing inter competitions against other schools. Continue to engage with Bolton School Games organisers.	Intra competition within classes to be arranged throughout the school year. KS2 & KS1 to represent school through school games competitions. Engage in cluster competitions against local primary schools.	Increased participated in an inter competition. Increase in targeted competition such as Panathlon, Aspire etc. Increase in intra competition at the end of relevant units and during sports day.	Pupil Voice Analysis of pupil participation and groups
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased engagement in competition by targeted groups; SEND, KS1, girls.	Wider range of competitive sports continuing to be available through lunchtime, after school clubs.	Participation analysis for intra and inter competitions.	See DfE report.

Swimming Review of the last academic year (2025/2026)



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<u>Swimming and Water Safety</u>	Review	% of children
1. Swim competently, confidently and proficiently over a distance of at least 25 metres.	- During the summer term, Y6 cohort attended swimming lessons at Sharples Pool. They attended weekly 1-hour sessions for 7 weeks. The programme was tailored to allow the children to have the opportunity to meet NC requirements for swimming. - At the beginning of the course of lessons there were 4 children in total (21%) who could not swim, who went on to complete the 25m distance.	68%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children were taught to use a range of strokes effectively such as front crawl, backstroke and breaststroke over the programme. This built upon prior swimming lessons provided from Y4 upwards. Data shows an increase from Year 5 of 12%.	62%
3. Perform safe self-rescue in different water-based situations	The percentage of children who could effectively perform safe self-rescue in different water-based situations increased from 56% to 68% in Year 6.	68%