





PE and sport premium

monitoring and tracking form

2025/2026

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YOUTH SPORT TRUST

Review of the last academic year (2024/2025)

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	33% of children (20/60) can swim 25 metres confidently and independently. These children demonstrate sufficient stamina and endurance to complete the full distance without support. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.	66% of children (40/60) are not yet able to swim 25 metres independently and require the use of a float. This indicates that a majority of pupils still lack the confidence, technique and/or endurance needed to meet the expected standard. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of children (54/60) can confidently swim front crawl without a float. 76% of children (46/60) can confidently swim backstroke without a float. Pupils demonstrate growing confidence and independence when swimming without flotation aids. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.	Only 60% of children (40/60) can confidently swim breaststroke without a float, indicating this stroke is less secure across the cohort. A proportion of pupils still rely on floats for certain strokes, suggesting the need for further development of technique, coordination and stamina. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.

Review of the last academic year (2024/2025)

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	All children have had experience of this unit. 83% of children (50/60) can confidently demonstrate water safety skills. Pupils could identify dangers in and around water and recognise what different water safety signs and flags mean. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.	Some children found it difficult to tread water, indicating a need for further development of survival skills and water confidence. Complete PE Swimming Assessment Tracker, based on poolside assessments conducted by the swimming teacher.

Review of the last academic year (2024/2025)

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 PE lead and an experienced teacher modelled high-quality PE lessons, allowing staff to observe effective practice. Staff reported increased confidence and improved clarity around effective lesson structure. Targeted CPD from a specialist PE teacher focused on learning outcomes, progression of skills, and assessment for learning, resulting in more consistent, high-quality teaching across the school. A specialist dance teacher worked alongside class teachers, providing team-teaching and planning support, which strengthened staff subject knowledge in dance and increased their confidence delivering expressive movement.	Some planned actions were not fully completed due to staff capacity and time constraints. KS1 staff were unable to access external physical literacy training, limiting their understanding of early movement development. This is reflected in staff feedback indicating a need for additional support in teaching these foundational skills.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	New PE equipment was purchased, improving lesson quality and resulting in higher engagement, better participation, and safer involvement in activities. KS2 pupils participated in intra-school tournaments, providing opportunities for competitive play. Year 4 swimming lessons increased pupils' access to physical activity in the water. Regular participation in Barnet Schools Partnership events ensured pupils took part in a wide range of sports, including netball, girls' and boys' football, rugby, tag-rugby, NFL, and golf.	Additional Year 6 top-up swimming lessons could not take place due to difficulty securing a suitable swimming centre and challenges with travel arrangements.

Review of the last academic year (2024/2025)

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	High levels of participation in external competitions celebrated pupil achievement and raised the profile of PE across the school. A strong, knowledgeable PE leader drove improvements across the curriculum, supporting staff and pupils. Intra-school events built community spirit and promoted values such as resilience, determination, and sportsmanship. Specialist dance provision showcased pupils' creativity and performance skills, for example through participation in the Dance Festival.	Although previous curriculum improvements helped staff understand the importance of high-quality PE, further refinement is needed to ensure consistent sequencing, clear learning outcomes, and progression across all year groups.
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	Investment in new equipment enabled the delivery of a wider range of sports across the school. Participation in Barnet Schools Partnership events exposed pupils to numerous sports and activities, broadening their experience. Tournaments and intra-school events ensured that boys and girls had equal opportunities to participate in competitive events, promoting fairness, inclusivity, and balanced participation.	Some girls did not put themselves forward for certain sports, limiting their engagement in a fully equal range of activities.
5. Increasing participation in competitive sport	Pupils continued to take part in leagues, festivals, and tournaments through the Barnet Schools Partnership, providing access to a wide range of competitive opportunities. As a result, more pupils represented the school and gained experience in competitive sports. Some pupils with SEND also took part in competitive events, promoting inclusion and confidence.	The number of pupils with SEND participating in competitive sports is still limited, highlighting a need for further targeted support.

Aims for the next academic year (2025/2026)

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	At the end of year 4, 80% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 4, 80% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue in different water-based situations	At the end of year 4, 60% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

Your objective: Improve pupils' ability to swim 25 metres confidently and independently

	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)	Increase the percentage of pupils who can swim 25 metres confidently and independently from 33% to at least 60% by the end of the year.	Introduce additional swimming lessons, including targeted "top-up" sessions for pupils struggling with stamina and technique. Use differentiated coaching in small groups to focus on technique, confidence, and endurance. Implement swimming challenges and progress tracking to motivate pupils. Train classroom staff and teaching assistants to support water confidence exercises during lessons.	More pupils able to swim 25 metres without support. Increased water confidence and endurance. Reduced reliance on floats.	Current data: 33% of pupils can swim 25m independently. PE Swimming Assessment Tracker will monitor progress.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	34% of pupils can swim competently, confidently, and proficiently over a distance of 25 metres.	Yes. Staff have developed greater confidence in supporting pupils' swimming development, and assessment procedures are now embedded to identify pupils requiring additional support.	During swimming lessons there was a reduced reliance on floats.	£2050

Your objective: Increase staff confidence and subject knowledge in PE delivery (dance)

	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)	Raise all teaching staff confidence in delivering PE lessons, ensuring consistent, high-quality provision.	Schedule CPD sessions led by the PE lead and specialist teachers. Team-teach and model lessons across all key stages. Provide access to external training, especially for foundational skills in KS1.	Staff deliver higher-quality PE lessons with clear learning outcomes. More consistent progression across year groups. Improved pupil engagement and skill development.	Staff feedback indicates improved confidence when observing model lessons. Lesson observations and pupil performance data.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	All year groups have worked alongside a specialist dance teacher throughout the year, increasing teachers' confidence and competence in delivering high-quality PE lessons. Staff have developed their subject knowledge, teaching strategies and assessment skills through modelling and team teaching, resulting in more consistent, high-quality PE provision across the school.	Yes. Teachers have developed the knowledge, skills and confidence to deliver high-quality PE lessons independently through ongoing work with the specialist dance teacher. Resources, lesson sequences and teaching strategies can continue to be used in future years, ensuring that the improved quality of PE provision is sustained across the school.	All year groups participated in weekly lessons led alongside a specialist dance teacher throughout the academic year. Pupils demonstrated improved engagement, participation and progression in dance lessons. Increased teacher confidence has enabled staff to deliver high-quality PE lessons with reduced reliance on external specialists.	£5000

Your objective: Offer a broader and more equal experience of sports and physical activities, ensuring equal access for boys and girls

	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)	Increase opportunities for all pupils to participate in a wide range of sports and physical activities, ensuring that both boys and girls engage equally in competitive and recreational events.	Plan inclusive PE lessons and extracurricular activities that appeal to different interests and abilities. Actively encourage girls to participate in traditionally male-dominated sports and vice versa. Organise mixed-gender intra-school competitions and ensure equal representation in teams. Monitor participation data to identify gaps and address underrepresented groups.	Increased participation of both boys and girls across a wider variety of sports. Pupils experience a balanced range of physical activities, promoting fairness and inclusivity. Improved confidence, enjoyment, and engagement in PE across the school.	Current data shows some girls are less likely to put themselves forward for certain sports. Participation records from intra-school events and Barnet Schools Partnership competitions. Observation of engagement levels in lessons and extracurricular clubs.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	The cross-country team included a balanced mix of boys and girls from Years 4–6. Lunchtime sports provision was enhanced through the support of a sports coach, offering a wider range of inclusive activities that encouraged both boys and girls to participate regularly in physical activity.	Yes. Inclusive opportunities for boys and girls are now embedded within the school's PE, competition and lunchtime provision. Staff and sports coaches have established a wider range of activities that can be delivered annually, ensuring all pupils continue to have equal opportunities to participate in both competitive and recreational sport.	• Mixed-gender cross-country team comprising pupils from Years 4–6. • Enhanced lunchtime sports provision delivered by a sports coach with activities designed to engage both boys and girls. • Increased participation of boys and girls in lunchtime physical activities. • PE curriculum and extra-curricular opportunities planned to promote equal access for all pupils.	£3000

Your objective: Increase engagement and participation in competitive sport for all pupils, including SEND

	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)	Ensure more pupils, including those with SEND, engage in intra-school and external competitive sports.	Targeted encouragement and inclusive practices for SEND pupils. Increase opportunities for tournaments, leagues, and school competitions. Celebrate participation to build confidence and motivation.	Higher pupil representation in competitive events. Increased confidence, resilience, and teamwork skills. More equitable participation across genders and abilities.	Current participation data shows SEND pupils have limited competitive involvement. Barnet Schools Partnership event records.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	A successful SEND football club has been established for pupils on the SEND register, providing regular opportunities to participate in competitive and inclusive sport. The club has increased engagement in physical activity, developed pupils' confidence and teamwork skills, and enabled more pupils with SEND to access competitive sporting opportunities.	Yes. The SEND football club is now an established part of the school's extra-curricular provision. Staff have developed the knowledge and confidence to continue delivering inclusive sporting opportunities, ensuring pupils with SEND have regular access to physical activity and competitive sport in future years.	• Weekly SEND football club established for pupils on the SEND register. • Regular attendance from pupils with SEND throughout the year. • Increased participation of pupils with SEND in extra-curricular sport. • Positive pupil engagement, confidence and teamwork observed during sessions. • Registers, photographs and club records provide evidence of sustained participation.	£1000

Your objective: Embed physical activity into the school day by encouraging active break times through new resources and CPD

	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)	Increase daily physical activity for all pupils by making break times more active, promoting health, wellbeing, and engagement throughout the school day.	Provide new playground resources and equipment to encourage active play during break and lunch times. Deliver CPD sessions for staff and playground supervisors on facilitating inclusive, engaging physical activities. Introduce structured games, challenges, or activity zones to encourage participation. Monitor pupil engagement and gather feedback to adjust activities as needed.	Higher levels of physical activity during break times. Improved pupil wellbeing, fitness, and social interaction. Active habits embedded across the school day, supporting lifelong engagement in physical activity.	Observation of break-time activity levels before and after resource implementation. Staff and pupil feedback on engagement and enjoyment. Participation logs or informal monitoring of activity zones.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Daily physical activity has increased throughout the year, with more pupils actively engaging in play during break and lunchtime. Participation in football, football tennis and other ball games has grown, while the use of the sand pit has encouraged active play.. As a result, pupils are more active during the school day, supporting their health, wellbeing and positive engagement at playtimes.	Yes. Active play is now embedded within break and lunchtime routines. The equipment, play spaces and organised activities introduced this year will continue to be available, encouraging pupils to remain physically active each day. Staff and play leaders can continue to promote inclusive games and active play, ensuring the improvements are sustained in future years.	• Increased participation in football, football tennis and other playground games throughout the year. • Regular use of the sand pit and other active play areas during break and lunchtime. • Playground observations showed more pupils engaged in physical activity. • Positive pupil engagement and behaviour during active playtimes. • Equipment and play resources purchased are available for continued use in future years.	£8490