

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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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.	✓ Termly access for all years continues. ✓ 82% of pupils in Year 6 were assessed as competent, confident and proficient swimmers over a distance of at least 25 metres	➤ Due to demand for pool space and transport we were only able to secure one swimming slot per week ➤ Lessons are 30 minutes in length. ➤ Delays with transport can impact on the above. ➤ Continue to liaise with ports Space to maximize access.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	✓ Termly access for all years continues. ✓ 82% of pupils in Year 6 were assessed as being able to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	
3. Perform safe self-rescue in different water-based situations	✓ Termly access for all years continues. ✓ 71% of pupils in Year 6 were assessed as being able to Perform safe self-rescue in different water-based situations.	

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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	✓ Identified and targeted staff training needs effectively using the PE handbook framework. Targeted areas of need Gymnastics and Dance with sessions supported by both in house and local community coaches to further enhance staff confidence and delivery. ✓ <i>Evidence Base:</i> staff questionnaires.	➤ Timing constraints impacted the immediate launch of practical support sessions this term <i>Evidence base:</i> PE subject leader file
2. Increasing engagement of all pupils in regular physical activity and sporting activities	✓ Introduction of a structured rota of competitive and non-competitive individual and team activities during lunch breaks. ✓ Extracurricular timetable expanded to offer a wider variety of sports clubs targeting least-active pupils via our sports leader programme. ✓ Full engagement with the Dacorum School Sports Network (DSSN) calendar to increase external participation throughout the year and give a wide range of opportunities for all abilities through inter and intra competition. ✓ Impact: ✓ 98% of pupils are active for at least 30 minutes during the school day, building on the mandatory 2 hours of weekly PE. ✓ Increased participation in structured, daily active play, reducing sedentary lunchtime behaviour. ✓ Broader engagement in competitive and personal-best activities via the DSSN, boosting pupil confidence and school representation	➤ Playground resources lost or damaged – further sport leader training required and stronger monitoring ➤ Poor weather and limited indoor alternatives impacted significantly on activity levels during the autumn and spring term – long term plan for prolonged poor weather to be drawn up.

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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. Raise the profile of PE and sport across the school, to support whole school improvement	✓ Planned and delivered a comprehensive School Sports Week, building direct infrastructure links with community clubs and national sporting associations. ✓ Delivered fully inclusive workshops covering Street Dance, Badminton, Archery, Parkour, HIIT Circuits, Tag Rugby, Girls-Only Football, Skateboarding, and American Football. <i>Evidence base: Sports Week overview</i>	
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	✓ <i>Review and closer monitoring of extracurricular clubs across the year, leading to higher club numbers and increased participation in inter-school competitions (Cricket, Football, Basketball, Dodgeball, and Netball)</i> ✓ <i>Trained Sports Crew Leaders to run structured games and help young leaders deliver diverse break and lunch options throughout the week.</i> ✓ <i>Participation in termly events for all years,</i> ✓ <i>Participation in multiple football leagues, sports tournaments and SEND specific activities.</i> <i>Evidence base: Extracurricular Sports and events programme</i>	➤ <i>Disruptions to outdoor activities like the Daily Mile and peer led activities during prolonged, wet, winter months.</i> ➤ <i>Impact of staffing on planned events/activities</i>
5. Increasing participation in competitive sport	✓ <i>Multiple teams entered into the local football leagues for both boys and girls.</i> ✓ <i>Participation in a broad range of district events</i> <i>Participation at County and regional level alongside dedicated SEND-specific sports activities to ensure inclusive competition.</i> ✓ <i>Guaranteed access to at least 2 competitions every term for every child</i> ✓ <i>Host to 3 internal school competitions</i> <i>Evidence base: Programme of events</i>	➤ <i>Inter-school fixtures impacted by transport costs - unsustainable costs moving forward.</i> ➤ <i>Continue to work towards goal of every child having the opportunity to represent the school.</i>

Aims for the next 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	✓ <i>Increased percentages of Year 5 pupils successfully meeting or exceeding the 25-metre threshold compared to prior baselines (2%).</i> <i>Evidence base: Assessment information</i>	✓ <i>Increasing numbers of pupils starting with severe water anxiety or zero swimming experience.</i> ✓ <i>Limited local leisure centre pool slots continue to impact on access.</i>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	✓ <i>Increased percentages of Year 5 pupils being able to use a range of strokes effectively compared to prior baselines.</i> <i>Evidence base: Assessment information</i>	➤ <i>Limited local leisure centre pool slots continue to impact on access.</i>
3. Perform safe self-rescue in different water-based situations	✓ <i>Increase of 1% on prior year to 72% of pupils assessed as being able to perform safe self-rescue in different water-based situations</i> <i>Evidence base: Assessment information</i>	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
➤ To have success in inter competition – To compete at level 3 (county) in multiple sports	➤ To be able to offer a opportunity to compete at a higher level will help to give the relevant children more opportunities to experience and gain understanding of ‘elite’ sport	➤ Key indicator 5: Increased participation in competitive sport.	➤ Girls Table Tennis – County finals ➤ Girls football – South East regional finals and Hertfordshire county finals
➤ To gain gold award from the school games mark	➤ To be able to continue to show strong commitment to school sport throughout and gain recognition for this	➤ Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. ➤ Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. ➤ Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	➤ Gold award gained for 2024/25 – now able to apply for platinum award based on previous awards
➤ To organize and run a school sports week in the summer term to offer a broad range of activities, link with local clubs and celebrate success throughout	➤ This will allows us to showcase a wide range of activities and sports, some of which we would not be able to host ourselves in house to all children giving them a vast experience to create last memories and interest in activities for the future	➤ Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. ➤ Key indicator 2: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. ➤ Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement ➤ Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	➤ Photos, registers, pupil voice, parental feedback, staff questionnaires

	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 design a bespoke programme of Continued Professional Development (CPD) targeted to further develop staff confidence, knowledge and skills. The outcome, delivery of high quality PE lessons leading to positive outcomes and attitudes	➤ Staff Confidence Audits: Conduct new baseline surveys to identify specific subject knowledge gaps Specialist Team-Teaching: Deploying PE specialists to model high-quality lessons, team-teach alongside class teachers, and provide real-time mentoring. ➤ Progressive Curriculum Planning: Structured, sequential lesson frameworks in place that support inclusive practice through adaptation	➤ Teacher Independence: Class teachers report increased confidence and demonstrate the ability to plan and deliver high-quality PE lessons independently. Positive Pupil Attitudes: Pupil voice data highlights a continued improvement in pupil engagement, active participation, and positive attitudes towards physical activity. ➤ Physical Literacy Outcomes: Formative assessment tracking shows measurable improvement in pupils' fundamental movement skills and overall physical competence.	➤ Staff Skills Matrix: Pre- and post-CPD confidence surveys Observation Logs: Subject leader Records: Signed feedback sheets, co-planning diaries, and team-teaching timetables ➤ Pupil data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	➤ Reduced Reliance on External Coaches: long-term sustainability. ➤ Increased Subject Competence ➤ Stronger Inclusive Practice	➤ Permanent Staff Skill-Up: The knowledge gained by current class teachers remains within the school, ensuring high-quality PE delivery continues in future years without requiring ongoing external funding. ➤ In-House Induction: The CPD framework is adapted into a repeatable induction module, safeguarding the school against staff turnover.	➤ Pupil Voice Data: Termly survey responses or interview transcripts Assessment Trackers ➤ Progression data	➤ £5800 –coaching costs ➤ £4475 – Sport enrichment programme. £200 –Herts primary PE conference

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor or (Complete now and monitor)	➤ Continue to ensure that PE and sport retain a high profile across the school to: ➤ Promote positive attitudes to sport and physical activity ➤ Increase participation levels in sport and physical activity ➤ Increase range of opportunities to taste different sports ➤ Increase knowledge and understanding of the importance of sport and physical exercise and its link to a healthy lifestyle	➤ Further enhance core provision by delivering high-quality, inclusive PE lessons aligned with national standards. ➤ Diversify sports offerings by introducing targeted taster modules/ ➤ Expand extracurricular provision through subsidised, inclusive after-school sports clubs and intra-school competitions.	➤ Increased levels of active participation data recorded during break times and extracurricular clubs. ➤ Measurable growth in pupil confidence, physical literacy, and willingness to try unfamiliar sports. ➤ Improved wellbeing indicators across the school, showing enhanced focus, resilience, and healthier lifestyle choices.	➤ Pupil perception logs from termly student voice questionnaires ➤ Photo and media archives ➤ Sports leader registers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	➤ Classroom focus: Over 90% of schools note measurable improvements in post-playtime classroom behaviour and learning focus when active playgrounds are established ➤ Attendance boosts: Tangible links have emerged between targeted morning sports provisions and a reduction in persistent student absenteeism/lateness (sensory circuit) ➤ Broadening activity choices captures students on the periphery who typically avoid traditional team sports.	➤ Investing in high-quality, durable equipment or permanent playground markings creates active zones that benefit subsequent cohorts for years without extra costs. ➤ Establishing self-sustaining initiatives—such as training Year 6 pupils as active lunchtime "Play Leaders" or embedding the Daily Mile—requires zero ongoing funding once the behavioural habits are formed. ➤ Using funding to forge formal, long-term partnerships with local sports clubs and facilities ensures pathway opportunities remain open even after structural funding shifts	➤ Documented self-assessment scores	➤ £2500 – Cost for having workshops run throughout School Sports Week (June 2024) ➤ £1683 – Cost for being a member of our school sports partnership (DSSN) which gives access for training, competitions and events ➤ £150 – Cost for a 6 week nutrition and sport lead programme run by Watford FC community trust



	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)	➤ Increased engagement of children in physical activity throughout each and every school day, beyond the 2 hours PE a week currently offered through the offer of: ➤ A range of physical activities at playtimes and lunchtimes ➤ competitive and non competitive, individual and team based ➤ Extracurricular clubs ➤ Involvement in the DSSN activity schedule	➤ Map play areas into low, medium, and high-intensity activity zones ➤ Equipment: Upgrade self-serve storage with varied individual and team sports equipment. ➤ Train Year 6 pupils as "Sports Leaders" to run non-competitive games at break and lunchtimes across all year groups ➤ Align the school calendar with all local DSSN festivals and tournaments. ➤ Use DSSN B-team and C-team festivals to give non-elite pupils competitive experience.	➤ 100% of pupils consistently achieve the Chief Medical Officer's target of 30 active minutes during the school day. ➤ Reduced Sedentary Time: A measurable increase in activity during break times. ➤ Broader Participation: increase in extracurricular club attendance, specifically among previously inactive or less confident children.	➤ DSSN monitoring data ➤ Sports leader registers ➤ Pupil Voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	➤ Activity data: Weekly tracking confirms 92% of children achieve 30 active school minutes daily ➤ Behaviour & Focus: Teachers report improved classroom concentration and fewer playground behavioural incidents. ➤ Extracurricular registers show a 32% increase in participation from vulnerable pupil groups ➤ Higher representation and retention rates across the annual DSSN event calendar.	➤ Yes, these improvements are highly sustainable because they embed physical activity directly into the school's physical environment, staff infrastructure, and student culture, moving away from a reliance on short-term coaching contracts	➤ Data from pupil voice shows children are more engaged and happier at break and lunch times when activities are organised and run at break/lunchtimes. ➤ Most children now (87%) aspire to become sports leaders themselves when they are in Year 6	➤ £1000 – Cost for Sports equipment to support children throughout the day to undertake activity and ensure enough equipment for each child



	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 the number of pupils whom are the least active/do not take part regularly for the school at the inter school level. ➤ To increase proportion of pupils representing the school in inter competition ➤ To enhance opportunities to celebrate pupils who take part in competitive sport outside of school	➤ Introduce non-traditional sports to spark fresh interest ➤ Run pupil surveys to identify specific barriers to participation and adapt offerings based on feedback. ➤ Establish "B" and "C" teams for main sports to give less-experienced students the chance to compete. ➤ Organise multi-school festivals featuring inclusive formats, rotate on-heavy rules, or mixed-ability tiers. ➤ Partner with local schools to host friendly, low-pressure development fixtures.	➤ Higher Participation - A measurable drop in the number of inactive pupils, alongside a rise in daily physical activity. ➤ Broader Representation: A higher percentage of pupils representing the school in external events. ➤ Positive Culture: A supportive school environment where diverse sports, recreational efforts, and external club achievements are equally valued. ➤ Better Wellbeing: Noticeable improvements in pupil self-esteem, teamwork, resilience, and general mental health.	➤ Pupil Surveys ➤ Newsletters ➤ Competition/ events log.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	➤ Offering non-traditional, low-stakes activities (like dodgeball or ultimate frisbee) serves as an entry point for students who dread traditional sports. Children have been happier to engage as a result in other sports A non elite selection policy opens the door to a wider range of pupils. ➤ Creating developmental teams and friendlies increases the numbers of pupils "represented the school."	➤ Yes, these improvements are highly sustainable, but only if you explicitly design the strategy to build internal capacity rather than relying on temporary fixes. The reliance on staff to support this as the number of teams grow will have an impact on success in the future. ➤ Continued membership and related costs of this will also allow this to succeed	➤ Pupil voice ➤ DSSN monitoring data	➤ £2500 – Cost for transport for children to attend events and competitions throughout the year