

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

Commissioned by



Department
for Education

Created by



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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	By the end of the year, 89% year 6 pupils were able to swim 25m.	No swimming last year meant pupils lost confidence, technique, and stamina, so this cohort started at a lower baseline and needed more time to rebuild core skills.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	By the end of the year, 85% of year 6 pupils will be able to use a range of strokes effectively.	No swimming last year meant pupils lost confidence, technique, and stamina, so this cohort started at a lower baseline and needed more time to rebuild core skills.
3. Perform safe self-rescue in different water-based situations	By the end of the year, all year 5 & 6 pupils attended water safety week and had performed safe self rescue.	Invite a swim teacher to deliver a water-safety session for Year 3 and 4, giving pupils key safety knowledge even without pool access.

Objective 1



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
	Improving the quality of PE lessons, ensuring quality first teaching is prioritised and giving staff chances to lead sporting activities.	The school will improve the quality of PE lessons by introducing a clear, structured curriculum and providing staff with practical training and modelling. Teachers will be supported through opportunities to lead small group activities, helping them build confidence in delivering high-quality PE. Staff will also be encouraged to lead simple sporting activities during lunchtimes or clubs with resources and guidance provided to ensure they feel prepared and supported.	These actions will lead to more consistent, well-structured PE lessons across the school and increased staff involvement in leading physical activity. Pupils will benefit from improved teaching quality, greater variety in activities, and more opportunities to develop physical skills. Over time, this will strengthen the school's PE offer, raise pupil engagement, and contribute positively to whole-school improvement.	Brief PE lesson observations showing clearer structure, staff training, and simple curriculum maps demonstrating consistency. Photos, club registers, and event staffing lists showing staff leading activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Improved PE lesson quality and giving staff chances to lead activities has resulted in more consistent teaching, stronger routines, and increased staff confidence. Pupils are more engaged and active during lessons, behaviour has improved, and a wider range of adults now contribute to a positive, supportive PE culture across the school.	The improvements are sustainable because staff now have clear routines, shared resources, and hands-on experience leading PE. Confidence and consistency are embedded across the team, meaning high-quality lessons and staff-led activities will continue as part of everyday practice.	PE lesson observations show clear structure and more staff confidently leading activities. Staff feedback highlights improved engagement and enjoyment in lessons and stronger routines and more consistent lesson delivery across the school. Additionally, sports equipment and resources have been hugely upgraded.	Physical Resources - £6000 (PE and playtime equipment) CPD for staff - £1000

Objective 2



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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)	Offering a wider range of sports, supporting families with club costs, increasing girls' football, and improving playtime interactions.	The school will widen the range of sports offered through new clubs in the new North Stars wrap-around care provision. There will also be varied PE units, and targeted opportunities such as dedicated girls' football sessions during lunchtimes. Financial support will be provided to families who need help with club costs, and structured playtime activities will be introduced by the PE teacher and lunchtime staff to improve interactions and promote active, safe play.	Pupils will have access to more sports, increasing engagement, confidence, and enjoyment. More families will be able to access clubs, girls' football participation will rise, and playtimes will become more positive and active, supporting wellbeing and behaviour across the school.	Club registers showing increased participation, especially among girls; records of financial support; timetables showing a wider range of sports; and photos or logs of structured playtime activities. Pupil and staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Higher club participation with more girls taking part in football at lunchtimes and afterschool club, pupils engaging in a wider mix of sports. Playtimes are more active and positive, and children are showing greater confidence, enjoyment, and readiness to be active across the school.	The improvements are sustainable because the wider sports offer, financial support, and structured playtime routines are now built into everyday practice. Staff are confident delivering these activities, resources are already in place, and the systems run consistently without needing extra support, allowing participation and positive play to continue long-term.	-Pupil premium families accessing North Stars through a final support initiative (14 families) -Playtime observations and behaviour book show more active, positive interactions. -High number of girls taking part in football at lunchtimes and afterschool club (16 in ASC and 20 playing at lunchtimes). -The North Stars timetable has changed termly with new sports and activities on offer. -Parent/pupil voice highlights the majority are happy with the North Stars wrap around care provision. -The Northbourne Bike Library has given access to bikes for 2 families.	Physical Resources - £6000 (PE and playtime equipment)

Objective 3



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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)	Increasing extracurricular participation in after school club.	The school will boost extracurricular participation by offering a wider range of sports and activities, including targeted options for different interests.	More pupils will take part in extracurricular sport, helping them stay active and find activities they enjoy.	Registers, timetables offering a broader activity range, and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Higher engagement in clubs, more pupils finding activities that suit their interests, and stronger participation in PE.	The improvements are sustainable because the wider extracurricular offer. Staff have established routines, shared resources, and confidence in delivering these activities, meaning they can continue year after year without relying on additional external input. As these approaches stay embedded in the curriculum and club timetable, high participation can be maintained long-term.	-Between 350-400 sessions being booked per week at North Stars -Pupil voice showed that the majority of children and parents were satisfied. -Parent/pupil voice identified which clubs' children enjoyed and what new clubs and activities children wanted to add.	£8,700 - extracurricular opportunities £1,500 - External coaching staff

Objective 4



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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)	Increasing competitive sport in school and outside of school and create a sense of 'Team Northbourne'.	The school will increase competitive sport by entering more local events, expanding inter-school and intra-school competitions, and offering additional training opportunities so more pupils can take part. Staff will actively promote a sense of 'Team Northbourne' through shared routines, team kits, and positive messaging that builds pride and belonging across the whole school.	More pupils will have the chance to challenge themselves, stay active, and experience representing the school. Increased competition will strengthen resilience, teamwork, and confidence, while the shared identity of 'Team Northbourne' will boost whole-school pride, unity, and a sense of belonging for all pupils.	Registers, competition timetables, and team lists; photos and reports from events; and pupil voice.. Staff feedback, behaviour improvements, and visible use of team identity (e.g., kit, displays, assemblies.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils taking part in competitive events. Children showing enthusiasm and commitment when representing the school.	The improvements are sustainable because competitive events, training sessions, and the 'Team Northbourne' identity are now built into the school's regular routines. Staff are confident, systems are established, and pupils will continue to benefit year after year.	-Northbourne attended 3 events (sports hall athletics, the Oxfordshire Dance Festival, a swimming gala) -Creation of the ODS Southern Hub by the PE Coordinator at Northbourne meant the school attended 6 additional sporting events (girls' football, boccia, dodgeball, cross country, boys' football and girls' netball). -The PE coordinator organized a full sports day inclusive of all classes (Pheonix, EYFS, KS1 & KS2) -The PTA worked alongside the PE Coordinator to organized a colour run for the whole school. -Children are enthusiastic about representing the school and feel pride when doing so.	£1,000 - external competitions

Objective 5



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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)	Teach the school values of courage, compassion and community through PE and physical activity. Use physical activity as an effective, engaging way to meet EHCP requirements, supporting pupils' individual needs.	The school will embed its values into PE by modelling courage, compassion and community during lessons, clubs, and competitions. Staff will adapt physical tasks to support pupils with EHCPs, ensuring activities meet individual needs in an engaging way.	Pupils will develop stronger social skills, better teamwork, and more respectful behaviour through consistent values-based teaching. EHCP pupils will benefit from physical activity that supports regulation, confidence, and progress towards their targets, creating a more inclusive and supportive PE environment.	Observations showing values-focused teaching, records of adapted activities for EHCP pupils, and staff notes demonstrating targeted support. Pupil voice, behaviour logs, SEN reviews, and photos of activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Calmer, more respectful behaviour in PE and play, with pupils having more positive interactions. Children with EHCPs are more confident and able to take part fully through adapted tasks, making lessons more inclusive and values-driven.	The improvements are sustainable because modelling values and adapting activities for pupils with EHCPs are now part of everyday PE practice. Staff use consistent routines and established adaptations, so these positive changes will continue long-term.	-Children demonstrating the school values during playtime (recorded in the playtime book) -Timetables and routines have been created showing which children are targeted for PE Maths interventions. -The created of the Team Up! Programme. -Pupil voice shows that children feel that Team Up! has helped them since starting the sessions. -All children with SEN access PE lessons.	Physical Resources - £6000 (PE and playtime equipment)

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	There was no swimming provision for Year 6. Budget constraints and the school's transitional period under a new headteacher led to the removal of Year 6 swimming, with the intention to review the provision as part of future curriculum and financial planning.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	There was no swimming provision for Year 6. Budget constraints and the school's transitional period under a new headteacher led to the removal of Year 6 swimming, with the intention to review the provision as part of future curriculum and financial planning.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	There was no swimming provision for Year 6. Budget constraints and the school's transitional period under a new headteacher led to the removal of Year 6 swimming, with the intention to review the provision as part of future curriculum and financial planning.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Review of the last academic year (2024/2025)



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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	Teachers were well supported by the PE technician, with equipment consistently prepared and ready for use. This ensured lessons started promptly and ran smoothly, contributing to a more efficient and positive PE experience for staff and pupils.	PE lessons were not always consistently structured or aligned with the curriculum, resulting in an inconsistent PE offer across the school. This affected continuity, progression, and the overall quality of teaching and learning in PE.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils were provided with two hours of PE each week, ensuring consistent access to physical activity and curriculum entitlement across the school.	The arrival of a new headteacher meant the school was in a period of transition, which contributed to the reduced focus on PE and physical activity across the school.

Review of the last academic year (2024/2025)



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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	There was no significant action taken to raise the profile of PE and sport across the school, meaning it did not contribute to whole-school improvement during that period.	There was no clear emphasis on sport or PE at the time, as the school was undergoing a transitional period. This resulted in limited strategic focus and reduced prioritisation of physical activity across the school.
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	All clubs and lessons were fully inclusive, with all children with SEN participating equally across all activities.	External after school provision provider interactions were poor, with low pupil numbers and negative feedback from both parents and staff. Afterschool club provision was also weak, offering limited activities and often defaulting to unstructured free play rather than a varied, engaging programme.
5. Increasing participation in competitive sport	Attendance at an athletics event and participation in the Oxfordshire Dance Festival provided valuable opportunities for pupils to represent the school. The PE technician organised and led a group of Year 5 and 6 athletes at the athletics event, ensuring they were well prepared and supported throughout. Sports Day also offered a whole-school celebration of physical activity, giving pupils the chance to showcase their skills and enjoy friendly competition.	There was a lack of extracurricular sport, with only two sports events attended throughout the year. This limited the range of opportunities for pupils to participate in competitive or enrichment activities beyond the core curriculum.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Improving the quality of PE lessons, ensuring quality first teaching is prioritised and giving staff chances to lead sporting activities.	Improving PE lessons and giving staff chances to lead activities helps create a stronger, more consistent sports offer. It builds staff confidence, enriches what children experience, and makes physical activity a more valued and visible part of school life.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	We will evidence this by strengthening PE lesson quality through clearer curriculum planning. Staff involvement will increase through the delivery of clubs and activities, supported by registers and timetables.
Offering a wider range of sports, supporting families with club costs, increasing girls' football, and improving playtime interactions.	Giving pupils a wider range of sports helps them find activities they enjoy and stay active. Supporting families financially ensures every child can access clubs. Increasing girls' football participation promotes equality and confidence. Improving playtime interactions creates a calmer, more positive playground.	Increasing engagement of all pupils in regular physical activity and sporting activities.	We will evidence this by tracking pupil participation across a wider range of sports in after school club, expanding the range of activities available, providing financial support so more children can access clubs, raising the number of girls involved in football through lunchtime and afterschool clubs, and improving playtime interactions through observations, behaviour logs, CPD and pupil voice.
Increasing extracurricular participation in after school club.	Increasing extracurricular participation helps more children stay active and engaged. Offering a wide range of activities ensures every child can find something they enjoy.	Raising the profile of PE and sport across the school, to support whole school improvement.	We will evidence this by tracking the number of pupils taking part in extracurricular activities. Pupil voice will also demonstrate growing confidence, enjoyment, and engagement in PE and extra curricular activities.
Increasing competitive sport in school and outside of school, and create a sense of 'Team Northbourne'.	Increasing competitive sport in school gives more children the chance to test themselves and grow. Encouraging competition outside school helps pupils connect with wider sporting opportunities. Creating a sense of 'Team Northbourne' builds pride and belonging across the whole school.	Increasing participation in competitive sport.	We will evidence this by entering more events and giving more children the chance to represent Northbourne. Through celebrating achieve in assembly, photos, and pupil voice, we will build a strong sense of pride and belonging, creating a clear 'Team Northbourne' identity across the whole school.
Teach the school values of courage, compassion and community through PE and physical activity. Use physical activity as an effective, engaging way to meet EHCP requirements, supporting pupils' individual needs.	Using school values in sport helps children learn courage, compassion and community through real, practical situations. Using physical activity to support EHCP pupils provides tailored, engaging ways to meet their individual needs and help them succeed.	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 evidence this by showing how our school values are embedded in PE and sport, with pupils demonstrating courage, compassion and community through practical activities. Physical activity will also be used to support EHCP outcomes, with timetabling, pupil voice and progress records highlighting how tailored movement and sensory experiences help meet individual needs.