

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

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Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Increasing engagement of all pupils in regular physical activity and sporting activities
 - Raising the profile of PE and sport across the school, to support whole school improvement
 - 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
 - Increasing participation in competitive sport

<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	This is the first cohort that started swimming in year 2 and seen the change and top up following this. This is also the first group where we have a full 100% of children able to swim the Full 25m.	Making sure the consistency of the additional teacher for 1:1 pupil.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The range of stroke was effective and it was great to see some also performing an effective butterfly.	To make fully use of the 'deep' end of the pool for the more competent.
3. Perform safe self-rescue in different water-based situations	100% successful. Water safety also being delivered in the classroom and assemblies.	

Intent - what is your objective?

The overarching objective of PE budget spending is to secure sustained improvement in the quality, breadth and inclusivity of physical education and sport across the school. The funding will be used strategically to strengthen staff expertise, increase pupil participation, widen sporting opportunities and enhance competitive provision, with a particular emphasis on equal access for boys and girls. In addition, the investment will support the wider school improvement agenda by promoting wellbeing, resilience, teamwork, leadership and a positive culture of active participation.

A key priority is to increase confidence, subject knowledge and practical skill among all staff who deliver PE and sporting activities. Where training needs are identified, targeted professional development will ensure that teachers and support staff are equipped to plan and teach high-quality lessons that are sequenced, inclusive and appropriately challenging. A further intention is to increase engagement from all pupils in regular physical activity, including those who may not ordinarily participate in sport, by providing appealing opportunities before school, during breaks, after school and through enrichment.

The budget will also be used to raise the profile of PE and sport across the school so that it is recognised as a central component of whole-school improvement rather than an isolated subject area. Furthermore, the school aims to offer a broader and more equitable experience of sporting activity, ensuring that all pupils have access to a diverse range of sports and that girls and boys benefit from the same level of opportunity, encouragement and participation. Finally, the funding will increase participation in competitive sport through intra-school and inter-school competition, enabling pupils to develop confidence, sporting values and a sense of belonging.

Supporting evidence: Baseline staff audit indicates variation in subject knowledge and confidence, particularly in the teaching of some invasion games (handball). Pupil voice and participation data show that some groups, notably less active pupils and a proportion of girls in lower key stage 2, are less likely to engage in voluntary sport. Previous monitoring also identified that extracurricular provision had lower uptake by females than intended and that competitive opportunities were not accessed consistently by all year groups.

Implementation - How will you achieve this?

Implementation will be carefully structured to ensure that expenditure leads to measurable and sustainable improvement. A proportion of the budget will be allocated to high-quality CPD delivered by specialist providers, internal coaching and collaborative planning time. Staff will receive training in subject knowledge, curriculum progression, assessment in PE and inclusive teaching strategies, with follow-up support to embed practice. This will ensure that confidence is not only raised initially but retained through ongoing professional dialogue and observation.

To increase pupil engagement in regular physical activity, the school will expand the range of clubs, inter-house activities and active opportunities across the year. Equipment will be purchased or refreshed to support a wider variety of activities, including those that appeal to different interests, needs and abilities. Additional focus will be given to making opportunities attractive and accessible to underrepresented groups, with targeted encouragement, pupil leadership and inclusive grouping used to remove barriers to participation. Initiatives such as active playground provision and mini-games at lunch times will further increase daily engagement. The profile of PE and sport will be raised through a visible whole-school approach. Achievements will be celebrated in assemblies, newsletters, displays, Dojo and on the school website. Sporting events, house competitions and pupil leadership roles such as sports leaders will help to position PE as an important part of school life. Links will also be made with personal development, attendance and wellbeing priorities so that the subject contributes directly to wider school aims.

To broaden experience, the school will invest in coaching and resources that allow pupils to access a wider range of activities such as tennis, athletics, gymnastics, handball, basketball and adapted games. Equal access will be monitored through participation registers and targeted invitations so that boys and girls are encouraged to take part in the full range of provision. Competitive sport will be developed through increased participation in tournaments, festivals and local partnerships, alongside structured intra-school competition that ensures all pupils can experience competition in a supportive context.

Supporting evidence: Implementation will be informed by attendance at clubs, participation tracking, lesson monitoring, staff feedback and pupil voice. National and local research consistently indicates that high-quality teacher training, broad curriculum experiences and regular physical activity improve engagement, confidence and attainment in PE.

Impact - What do you hope to see?

The intended impact is improved teaching quality, greater pupil participation and a stronger sporting culture across the school. Staff should demonstrate increased confidence, clearer planning and more secure subject knowledge, leading to more effective PE lessons and improved pupil progress. Pupils should show higher levels of enthusiasm, enjoyment and engagement in lessons and extracurricular activities, with more children choosing to participate voluntarily in sport.

Waddesdon should also see a wider and more balanced range of activities being offered and taken up, with improved access for boys and girls across all year groups. Competitive sport should become more inclusive and better attended, with more pupils representing the school and experiencing success in a variety of contexts. In the longer term, pupils should develop greater physical competence, resilience, teamwork and self-discipline, contributing positively to behaviour, wellbeing and attainment across the curriculum.

Supporting evidence: Success will be measured through lesson observations, staff feedback, club attendance data, competition participation records, pupil voice, and comparisons of participation by gender, year group and PP. Improved outcomes should also be reflected in reduced disengagement during PE, greater take-up of physical activity and more positive attitudes towards sport.

What impact have you seen?

Early impact has been evidenced through stronger staff engagement in CPD and improved consistency in lesson progression. Staff have reported greater confidence in teaching gymnastics and games, and monitoring has shown more secure use of progression and adaptation to meet mixed-ability needs. Pupil participation in after-school sport has increased, particularly where clubs have been linked to activities pupils already enjoy or have been led by enthusiastic coaches.

There has also been a discernible rise in the visibility of PE across the school. Assemblies, celebration boards and house events have helped to promote a more positive sporting identity, while participation in inter-school competitions has improved. Girls' involvement in selected activities has increased where provision has been intentionally adapted to reflect pupil interest and ensure accessibility.

Supporting evidence: Attendance logs show increased numbers at clubs and competitions compared with the previous year. Pupil voice demonstrates a more positive perception of PE, and staff evaluations report that CPD has directly influenced classroom practice. Work scrutiny and lesson observations indicate improved consistency and greater challenge in some year groups.

Competitive Results

Girls Football Team – 2nd in League

Mixed Football Team A – 1st in League

Mixed Football Team B – 4th in League

Rugby Tournament – 1st

Hockey Tournament – 3rd

Cricket Tournament – 3rd

District Athletics – 2nd

Netball – 3rd in League

Quad Kids – 3rd

Are the improvements sustainable? How?

The improvements are sustainable because the strategy prioritises capacity-building rather than one-off intervention. By investing in staff training, shared planning and ongoing coaching, the school develops internal expertise that will remain. Resources purchased through the budget will be durable and reusable, supporting future cohorts without repeated large expenditure.

Sustainability will also be secured through curriculum refinement, systematic monitoring and the development of pupil leadership. By embedding PE within the wider school improvement plan, responsibility for maintaining progress will be shared across staff and senior leaders. Partnerships with local providers, sports clubs and secondary schools will also strengthen pathways for continued participation and competition. In addition, regular review of participation data will allow the school to identify gaps early and respond swiftly, ensuring that gains are not only achieved but maintained.

Supporting evidence: Sustainability is supported by the existence of a structured curriculum map, annual CPD review, reusable resources, staff coaching records, and ongoing monitoring of participation, attainment and competition data. Established partnerships and pupil leadership roles further increase the likelihood of long-term impact.

Cost

Category	Specific Area	Example	Autumn (£)	Spring (£)	Summer (£)	Yearly (£)
CPD	External CPD	PE conference or external provider training				
	CPD to deliver swimming and water safety lessons	Swim England course for staff			555	
	Internal CPD	Staff PE twilight sessions				
	Inter-school CPD	Joint training with local schools				
	Online CPD	Webinars or modules completed online				
	External Coaches CPD	Upskilling staff by utilising an external multi-sport coach	450	450	300	
	External courses	Inclusion or mental health training	192.5	174		
	Internal Learning & Development	Peer observations or internal workshops	232	116	116	
	Online training	Access to PE online CPD platform	575			
	Total CPD Spend		1449.5	740	971	3160.5
Internal Activities	Internal sport competitions	Sports day, house tournaments	116	116	232	
	Top-up swimming and water safety (internal provision)	Targeted lessons (including transport costs) for pupils identified who are struggling to meet national curriculum swimming requirements following the completion of core-lessons		454.25		
	Active travel initiatives	Walk to school campaign				
	Equipment and resources (internal use)	PE equipment: balls, nets, bibs			608.99	
	Internal membership fees	afPE, YST, School Sport Partnership	2060			
	Internal educational platforms	Digital curriculum resources	40			
	School-based extra-curricular clubs	Lunchtime or after-school clubs	3300	2500	2700	
	Total Internal Spend		5516	3070.25	3540.99	12127.24
External Activities	External inter-school sports competitions	Competitions organised by SGO				
	Activities by SGOs	Festivals, workshops, or CPD by SGO				
	Equipment and resources (external use)	transport, kit for external event, purchase of specific equipment to be able to attend		1088		
	External coaching staff	Hired coaches for specific sports		1000		
	Other external activities	Providing opportunities (including extra-curricular) for children to enable them to access other sporting activities or specialist sport instruction	400	400	400	
	Total External Spend		400	2488	400	3288
Overall Totals	Total Funding Received	(Insert total from DfE)				17880
	Total PE & Sport Premium Spend					18575.74
	Total Remaining					-695.74