



Department
for Education



Part A

PE and Sport Premium transition toolkit

Monitoring form

2026/27
academic year

Review of the last academic year (2025/2026)

<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	• 83% of pupils in year 6 can swim 25 metres. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• We were aiming for this to be 100%. Evidence of progress made but not sufficient to meet expectation. Sessions were disrupted by both coach company issues and swimming centre not able to provide sufficient teachers for some sessions. 3 pupils who did not meet need more sustained, consistent provision.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 83% of pupils in year 6 can use a range of strokes effectively. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• As above
3. Perform safe self-rescue in different water-based situations	• 83% of pupils in year 6 can perform safe self-rescue. • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• As above



Review of the last academic year (2025/2026)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
A: To support curriculum review, consistent implementation and staff knowledge, workload. (Access to an online PE CPD platform and curriculum resource; sports partnership agreement; other PE training as appropriate)	- The online platform has supported quality, consistency and workload (learning walks and informal feedback) - Staff turnover has been supported through a consistent, comprehensive resource - Staff subject knowledge has been strengthened through the scheme. - Sports partnership and external agencies have brought additional coaching expertise to work alongside staff. Pupil voice on this is strong. - Curriculum overviews have been reviewed and tightened using the new scheme	Clarifying assessment tools in the scheme and how this feeds into pupil reports. Resolved for 26-27
B: All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill.	- Sports partnership supports increasing engagement in physical activity/ sporting activities and raises the profile of PE/Sport. - All pupils access intra competition at the end of sport units. - Participation of all groups at different levels was strong - SGO competition was engaged with and this increased access to wider competition - School Games Mark Gold for 25 – 26 (see evidence)	Wider SGO competition not accessed at 5 sports (travel costs and times became prohibitive and school lacked staffing capacity to support smaller group attendance)
C: All pupils access a broader range of extra-curricular activity in a range of sports that appeals to all groups including target groups (disadvantaged, SEND, girls etc). This includes active playgrounds with a range of activities which all groups engage in.	- Active, zoned playgrounds with a variety of activities. All pupils engage in active playtimes with a variety of sports and games. - Pupil voice to review playground offer and after school offer - Internal systems to celebrate and value participation and enjoyment - Participation across pupil groups in extracurricular activity is strong - Pupil active minutes is still very high.	Despite pupil voice designing the extra curricular activity, take up of after school sports has decreased overall.
D: To continue our OAA offer to support OAA skills and team building. Identify class visit to Pool Meadow for an OAA/wider curriculum area activity Develop OAA activities on own site (use Lacon resources)	OAA at a local provider including at Y3/4 overnight camping residential went well with excellent pupil voice on trying new things, team building and problem solving	Extending Forest Fun/Pool Meadow to other classes proved challenging due to curriculum time taken and staffing capacity.
E: To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) To consider how to meet the increasing gap in swimming skills in younger age groups	- Swimming provision did target Y5/6 need - School continued to offer swimming to all year group YR – Y4 in an attempt to develop swimming skills from a younger age. - Tracking sheets show good progress.	- Did not meet 100% target - Some sessions were disrupted due to swimming teacher personnel difficulties - Transport costs becoming prohibitive - Target pupils need a more sustained approach

What are your next steps for this 2026/27 academic year?

Aim	Why?	Key Area	Implementation - How will you achieve this + any costs?	What improvement we expect the evidence to demonstrate
Ensure all pupils access appropriate competitive opportunities through a progressive programme of intra-school competition and increased access to inter-school competition, including targeted opportunities for pupils who might not otherwise represent the school.	To increase participation in competitive sport for all pupils, particularly those who may not ordinarily represent the school, and to develop pupils' confidence, enjoyment and sporting experience.	Key indicator 5: Increasing participation in competitive sport	- Sports Partnership with LCS (£1650) - Engage in SGO Level 3 competition (5 sports identified) - Support transportation to Level 2 and Level 3 (£1570)	- Competition calendar and register demonstrate a broad range of opportunities and increased participation - Partnership calendar and progress in 3 x half term units of work - Positive pupil voice about opportunities - Pupil achievement – data - Positive monitoring evidence - Celebration and valuing of participation and enjoyment on the sports board
Continued focus on teacher/TA/HLTA team coaching to ensure all staff are confident to deliver high-quality Physical Education.	All pupils access high quality teaching and learning	Key Indicator 1: Knowledge and skills of staff	- Sports Partnership coaching will operate alongside teachers/TAs/HLTAs to develop their subject knowledge and teaching confidence (£1650) - Get Set4PE provides a progressive curriculum structure and resources which remain embedded in staff practice.	- Staff confidence survey demonstrates increased confidence in identified areas of PE; - monitoring demonstrates improved consistency of teaching; - assessment shows pupils making expected progress through the planned PE curriculum.
Provide in school opportunities for pupils to access multiple opportunities to be physically active. - Raise the profile of these to increase engagement - Improve our understanding of pupils' activity levels and identify pupils/groups who are less active, using participation data and pupil voice to target additional opportunities.	100% of KS2 pupils access additional physical activity sessions outside of the curriculum (e.g. lunchtime club, after school club (school provided or externally provided) each term	Key Indicator 2 and 3 Increasing engagement of all pupils in regular physical activity and sporting activities	- Sports Partnership with LCS (£700) - Other external providers (£700) - Pupil voice (school council) identifies areas of interest. Plan and sourcing of areas of interest - SGO Jumping Jaxx and using sports leaders	100% of KS2 pupils access an additional physical activity opportunity each term. - Participation data demonstrates engagement across groups, including SEND, disadvantaged and less-active pupils. - Where participation is lower, pupil voice identifies barriers and provision is adapted/targeted accordingly. - Participation records show increased engagement in lunchtime and extra-curricular physical activity.
Focus on top-up swimming and water safety for those pupils not achieving the expected swimming and water safety attainment.	To build swimming competence and water safety progressively from an early age and ensure that pupils who remain below the National Curriculum standard receive targeted additional provision, with the ambition that 100% meet the requirements by the end of Year 6.	Key Indicators 1, 3, 4. Developing pupil attainment.	- YR – Y4 continue to access the school's established swimming lessons providing early development of skills - Track children over time to identify pupils at risk of not achieving requirements at KS2 - Y5/6 targeted pupils identified for top up provision. £1000 PE and sport premium to support top up and associated pool time and transport.	- Targeted pupils demonstrate sustained progress in swimming and water-safety skills, evidenced through swimming tracking. - Increased proportion of Y6 pupils meet all three National Curriculum swimming and water-safety requirements, with the ambition of 100%.



PE and school sport checklist



- Consider within your school where you currently stand and what further support you need to put in place.

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?	√		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	√		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?	√		
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?	√		
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	√		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		√ 5 days a week	
Do you have a clear plan for your extra-curricular club offer?		√ (evolves in year)	
Is your wider school sport offer, including competitions, festivals, and fixtures planned?		√ (some uncertainty with funding)	
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	√		
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?	√		
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?	√		
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?	√	(website update)	