

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

Commissioned by



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Review of the last academic year (2025/2026)



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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	Sports coaches supported the planning of PE sessions and the assessment of the children's skills and knowledge. Staff are confident teaching PE and sport. Staff received support from the sports coaches as to how to effectively assess and teach different abilities within sports lessons. This even included organizing 'physical education' during our Victorian school day. Pupils engagement, behaviour and general skill level was sustained. The children leaving our school at the end of Year 2 have retained and extended their sports skills and knowledge. Our staff (both teaching and TAs) are able to deliver basic Forest School sessions. A specialist Forest School leader has deepened the staff's knowledge and understanding of how to extend and enhance the children's learning and identify the next steps and opportunities for all children.	Having time to discuss and analyse the assessments together/face to face – we will explore this in the academic year 2026/2027. The range of extra curricular activities events were affected by transport availability and busy school calendars. Alternative activities and arrangements for Forest School during extreme weather events e.g. heatwaves and torrential rain
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Observations by SLT and governors have noted that the provision for PE is good and the use of external coaches to work alongside teachers to develop their skill set, is a good use of sports premium funding. Planning is ambitious and also flexible enough to address any gaps in the children's skills or understanding. Coaches can support the adaptation of lessons to meet the needs of a wide range of children because of their experience. (See governor reports 2025-2026)	Extreme weather events affecting the offer of sports in the summer term 2026.

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	Increased confidence, knowledge, and skills of all staff in teaching PE and sport. All pupils in Key Stage 1 have enhanced access to key skills across a range of sports, which will prepare them for KS2. New 'Congratulations from Coach' award introduced in Autumn 2025 to raise the profile of PE with a display of success in the school hall.	External and internal events or activities changed or cancelled due to extreme weather events.
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	Broader experience of a range of sports and activities offered to all pupils. Enhanced sports coaching provision in Key Stage 1 was maintained. Twice weekly sessions with coaches 'team teaching' sport across KS1. Forest School continues to be a unique offer provided by our school and one of the children's most memorable experiences when leaving. Governors and SLT have observed Forest School sessions in action and all children are engaged and participate, regardless of ability or additional needs.	Attendance of girls at after school sports clubs (not dance).
5. Increasing participation in competitive sport	Increased participation in competitive sport. Broader experience of a range of sports and activities offered to all pupils. Participation in infant sports events externally and with local schools. E.g. Sports mornings at Tylers Green Middle School for Y2 and competitive sports morning with local schools.	Range of external sporting activities on offer locally.

Aims for the next academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities through supervision, team teaching and planning support from external sports coaches.	Lesson observation reviews, pupil voice.
Develop lunchtime play provision to increase activity for least active groups.	To ensure that all pupils (including disadvantaged and pupils with additional needs) are able to access extra-curricular sport.	Extend and broaden our sporting offer so that sport at TGFS meets the needs of and engages all pupils. Increasing the participation of girls, SEN and disadvantaged pupils.	Pupil voice, club attendance data.
Increased participation in competitive sport. Broader experience of a range of sports and activities offered to all pupils.	To allow pupils to experience and enjoy inter-school tournaments and inter-house competitions and events in school.	Children are given the opportunity to represent the school, their house or themselves individually in a range of competitive and team building events and activities in the local community. Children will see, develop and demonstrate the skill of sportsmanship and fair play.	Observations at events, pupil and staff feedback.
Extend our offer of Forest School and continue to build on the skills taught in previous years.	To ensure that we use our woods in an effective and purposeful way, whilst maintaining awe and wonder and fun! To continue to develop the children's collaborative skills and knowledge of the natural world.	Our staff (both teaching and TAs) understand how the activities planned and delivered throughout Forest School sessions, support the development of skills that can be used across the curriculum.	Lesson observations, pupil voice.

Plan, monitor and evaluate 2026/2027



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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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Offer enhanced sports coaching provision in Key Stage 1 maintain twice weekly sessions with coaches 'team teaching' sport across KS1. Sports coaches support the planning of PE sessions and the assessment of the children's skills and knowledge.	All children are participating in two hours a week of high-quality PE every week. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities through supervision, team teaching and planning support from external sports coaches.	Lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Observations at events, pupil and staff feedback.
Evaluate (Complete in July)				

Your objective:



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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)	Develop lunchtime play provision to increase activity for least active groups.	Lunchtime Sports Clubs offered throughout 2026 2027 with external coaches. Children from vulnerable groups identified and offered places as a priority. Range of activities and equipment offered to all and changed throughout the year.	Sport and physical activity at TGFS meets the needs of and engages all pupils. Increasing the participation of girls, SEN and disadvantaged pupils.	Pupil voice, club attendance data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective:



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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)	Increased participation in competitive sport. Broader experience of a range of sports and activities offered to all pupils.	Participation in infant sports events externally and with local schools. E.g. Sports mornings and golf experience. Adapted Sports Day – increasing participation for all and ‘show casing’ our skills at all ability levels. Retaining the competitive element with points and personal best scores for skills taught throughout the year.	Children represent the school, their house or themselves individually in a range of competitive and team building events and activities in the local community. Children will see, develop and demonstrate the skill of sportsmanship and fair play. Sports days extend and support the skills of all children and ensure that children are actively participating.	Observations at events, pupil and staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective:



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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)	Extend our offer of Forest School and continue to build on the skills taught in previous years.	Maintain the provision of a qualified Forest School lead to deepen the children's knowledge and skill set while supporting the teacher's knowledge of Forest School delivery.	Our staff (both teaching and TAs) will deliver Forest School sessions. The woods at our school continue to be used in an effective and purposeful way. A specialist Forest School leader will deepen the staff's knowledge, understanding and ability to deliver sessions.	Lesson observations, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here