



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

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St Margaret's Primary School PE and Sport Premium 2025/2026



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- **School:** St Margaret's Primary School, Collier Street
- **Academic year:** 2025/2026
- **PE lead:** Clare Bannon
- **Head teacher:** Mr Wyatt Hughes

- This live monitoring and tracking document records how the school uses PE and Sport Premium funding to create additional, sustainable improvements in PE, school sport and physical activity. It should be updated during the year as evidence and final impact information become available.

- **School aim:** All pupils leave primary school physically literate, with the knowledge, skills and motivation needed for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What did not go well? Supporting evidence?
1. Swim at least 25 metres	88% of pupils in year 6 can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	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	88% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	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	88% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.

Key areas in PE and Sport Premium guidance	What went well? Supporting evidence?	What did not go well? Supporting evidence?
1. Staff confidence, knowledge and skills	PASS Silver package continued. Staff worked alongside PASS specialists in weekly PE lessons. A robust CPD program resulted in staff confidence date rising from 66 % to 83% of staff feel confident in teaching all areas of the curriculum. Additional impact because of our CPD program saw the quality of Physical Education increase from 65% to 80% of all lessons being delivered were high quality. Gymnastics CPD and whole-staff Pickleball CPD received positive feedback. Termly impact reports and learning walks showed 100% improvement, with lessons graded good or above.	Some staff missed earlier CPD and part-time staff needed further support, particularly with the Year 1/2 scheme. Continue observation, collaboration and mentoring.
2. Engagement in regular physical activity	Targeted lunchtime games ran each term. Midday supervisors applied PASS training. Registers and waiting lists showed strong demand. Balance Ability supported Reception motor development, with 70% riding a bike successfully. 90% of pupils have been celebrated in our assemblies.	Further target least-active pupils and KS1. Improve play-leader organisation. Football was popular with girls and boys, but boys were more dominant. Not all pupils are active for 60 minutes a day 7 days a week. There are still 50.9 % ("National active lives benchmark") of our pupils that are not active for 60 minutes a day, 7 days a week based on date captured linked to in and outside of school physical activity.

Key areas in PE and Sport Premium guidance	What went well? Supporting evidence?	What did not go well? Supporting evidence?
3. Profile of PE and sport	Every year group completed one term of Forest School, supporting physical, social and emotional development and outdoor learning. Specialist input, equipment and staff learning strengthened the curriculum. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. By celebrating all things PE, PA , we are encouraging more pupils to enjoy movement and physical activity. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week	Strengthen pupil voice and continue PE lead learning walks, staff feedback and termly impact reports. Not all pupils are active for 60 minutes a day 7 days a week. 50.9%
4. Broader and more equal experiences	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in :Extra-curricular – Rugby, basketball, football and Pickleball equipment supported a broader offer. Hot Shotz tennis, Forest School and Balance Ability added variety. Focus particularly on those pupils who do not take up additional PE and Sport opportunities	Review activities and equipment annually. Target groups that are less active or less confident and ensure equal access.
5. Competitive sport	Opportunities included KS2 gymnastics, PASS Challenge, football against Yalding and a replacement dance performance for parents. PASS Challenge achieved two gold and two silver placings across four of six terms. The school placed first overall in gymnastics.	Continue to develop our competition provision Increase and consistently record KS1 and KS2 competition opportunities, participation and results.

Aims for the 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:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
 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
 5. Increasing participation in competitive sport

Swimming and Water Safety	Current position / supporting evidence	Required action
1. Swim at least 25 metres	At the end of year 4, 94% of pupils could swim 25m.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
2. Use a range of strokes effectively	At the end of year 4, 94% of pupils could use a range of strokes effectively.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.
3. Perform safe self-rescue	At the end of year 4, 94% of pupils could perform a safe self rescues.	Top up swimming necessary following a baseline assessment of year 6 to check if the data is still accurate in year 6.

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.	Key indicator 1: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on Complete PE's PA assessment.
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Competition calendar and register of participants.
Increase active lunchtime and extra-curricular participation, targeting least-active pupils.	Previous provision increased demand, while KS1 and less-active pupils remain priorities.	Key indicator 2, 3	Registers, waiting lists, observations, pupil voice and participation data.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 2. Increasing engagement of all pupils in regular physical activity and sporting activities
 3. Raising the profile of PE and sport across the school, to support whole school improvement
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Your objective: KI1 Provide PE CPD and support to all staff



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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.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Ensure Complete PE annual membership is paid to ensure teachers can access PASS HQ planning and supporting resources. PASS PE SOW and resources updated to enable HQ teaching to take place.	Staff Confidence in July 2025 showed that most teachers feel confident in teaching all areas of PE. We predict that by July 2026, 80% - 100% of staff will feel confident in teaching all areas of the curriculum. By July 2026 we predict that all teachers will have been trained and that 80 - 100% of all lessons being delivered will be 'high quality'.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff Confidence in July 2025 showed that most teachers feel confident in teaching all areas of PE. Now in July 2026, 83% of staff feel confident in teaching all areas of the curriculum. Increased knowledge and understanding of teaching the new activity area such as Pickleball. Piloted for year 1 & 2 and 5 & 6.	Staff are now all confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE. Continue to offer Pickleball and progression moving into year 3 & 4. continued support from Pe specialist.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice. Lesson observations.	CPD 2025-2026 £7500 Equipment £1861

Your objective: KI2 Drive physical activity levels



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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)	Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	-Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, games, dance..) -Implementation of new extra-curricular timetable. -Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. -Equipment and resources to be purchased for facilitation of activity with playleaders and independent - active play. -Organise whole school Dance workshops; Bhangra Indian style.	We aim to see increased engagement from a diverse range of pupils in a range of physical and sporting activities. Improved behaviour at break and lunchtime. Engaging pupils in physical, collaborative and expressive learning, contributes to SMSC	Increased participation levels. Play activity timetable. Registers Photos
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played.	Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played.	-Extra curricular timetable and participation data. - lunchtime activity plan. -Data for all physical activity level tracked on Complete PE's PA assessment.	New Equipment Total = £1,861

Objectives 3 to 5: Profile, inclusion and competition



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	Implementation	Intended impact	Supporting evidence	Plan and monitor
Plan and monitor (Complete now and monitor)	Continue Forest School, Balance Ability, gymnastics, netball, football, games lunch club and summer cheerleading. Deliver whole-school dance workshops. Continue PASS Challenge, fixtures, festivals, gymnastics and Sports Day. Plan Ahead: Integrate all sporting events into the wider school calendar to ensure timely preparation and maximum participation. • Introduce End-of-Term Intra School Competitions: Sports Coach and PE Lead to collaborate on organising competitions linked to sports taught in PE, fostering engagement and teamwork.	More pupils try new activities, develop confidence and represent the school. PE supports physical, social and emotional development. Higher Participation Rates: More pupils involved in competitive sports at local and intra-school levels, including SEND and less active pupils. Enhanced Confidence and Resilience: Pupils develop key life skills such as perseverance, collaboration, and aspiration through competitive experiences. Raised Profile of Sport: Increased visibility of competitive opportunities promotes a culture where PE and sport are valued across the school	Participation records EYFS data, registers, photographs, results competition calendar.	Track access by group, record results consistently and gather pupil engagement.
	Sustainability	Supporting evidence	Approx. cost	Evaluate in July
Evaluate (Complete in July)	Retain equipment and successful activities. Embed competitions in the annual calendar and maintain links with schools and providers.	Learning walks, feedback, photos, registers, festival/fixtures records and gymnastics results.	External coaching staff - £1187 Extra curricular - £6600 Equipment £1,861	Add individual sports challenges, year-group competitions and local netball/football fixtures Results.

Objective 6: Swimming and water safety



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Intent	Implementation	Intended impact	Supporting evidence	Plan and monitor
Plan and monitor (Complete now and monitor)	Collect data for 25 metres, effective strokes and safe self-rescue. Review gaps and arrange top-up swimming where required.	Clear statutory data and improved outcomes for pupils who have not yet met requirements.	Year 6 swimming; 88% swimming 25 metres.	Update each statutory percentage and record any support arranged.

Impact	Sustainability	Supporting evidence	Approx. cost	Evaluate in July
Plan and monitor (Complete now and monitor)	At the end of year 4, 94% of pupils could swim 25m and use a range of strokes effectively.	The school are committed to raising the required funds for top up swimming going forwards.	Swimming assessment reports and data.	TBC

Evidence of impact and 2025/2026 gymnastics intra competition results

Gymnastics results Key stage 1 and 2; 2025/2026

Key Steps 1 Club Individual: Gold, 1st.

Key Steps 1 Non Club Individual: Gold 1st, Silver 2nd, Bronze 3rd.

Key Steps 1 Non Club Team: Gold, 1st.

Key Steps 2 Club Individual: 6th place certificate.

Key Steps 2 Non Club Individual: Gold 1st, Bronze 3rd.

Key Steps 2 Non Club Team: Silver, 2nd.

Key Steps 3 Club Individual: Gold 1st, Silver 2nd.

Overall: 8 Gold, 6 Silver and 2 Bronze.