

PE and Sport Premium

monitoring and tracking form

2025/2026

Review log: 05/09/25, 17/12/25,
25/03/26 & 15/07/26.

PE Subject Leader: Lauren McCartan
Headteacher: David Toddington
PE Governor: Allister Brown

Commissioned by

**Primary PE and Sport Premium
Grant – DfE Spending
Assurance digital form to be
submitted then published on
the school website by 30th
September 2026 by School
Bursar and PE Subject Leader.**



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for Education

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School Improvement Plan Key Priorities linking to the PE and Sport Premium

Key Priority 1: To ensure that every child receives a high-quality education that inspires curiosity, fosters a love of learning, and equips them with the knowledge and skills necessary for success in the next stage of their education and beyond.

To raise academic standards through consistently high-quality teaching, effective use of assessment to inform planning, and targeted support where needed.

Key Priority 3: To continue to find new ways to enhance our curriculum through outdoor learning and education, plus the use of other strategies and resources.

Key Priority 4: To strengthen the effectiveness of leadership and management at all levels, ensuring a clear strategic vision, high expectations, and a relentless focus on improving teaching, learning, and pupil outcomes across the school.

Key Priority 5 (EYFS): To raise standards in Maths and Writing through well planned learning opportunities with a clear focus on fine and gross motor skill development.

Aims for the next academic year (2025/2026)

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should choose from to see improvement:

- 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*

Year 6 Curriculum Swimming Data & Sport Premium funded top-up sessions



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Swimming and Water Safety	Input data	Reflections
Swim competently, confidently and proficiently over a distance of at least 25 metres 2024/25: 79% 2023/24: 66% 2022/23: 68%	16/27 pupils Dec. 2025 = 59% 19/27 pupils Following Top-up sessions from June-July 2026 = 70%	• Attendance concerns, avoidance & SEND (sensory) • Cultural/Religious barriers • Decrease in families prioritising swimming and safe self-rescue achievements or outings to the local pool. Until Lancashire standardize swimming, our school is timetabled 17 weeks, per academic year by Pendle Leisure Trust, which run from September to February. Jess Squires (LPDS) is striving for all Year 3 and Year 4s to be prioritized by pool providers within curriculum swimming. We currently send pupils swimming in Years 4, 5 and 6. School swimming lessons finished for the Y6 cohort in Dec. 2025. The PE subject leader discussed the 11 children who did not meet national curriculum criteria with Pendle Leisure Trust's swimming coordinator (Christine Britton). Top-up sessions hosted by our pool provider (WCSC) took place from June – July 2026 on Friday afternoons at a cost of £5.60 per pupil (funded by 2025-26 Sport Premium).
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) 2024/25: 79% 2023/24: 66% 2022/23: 68%	16/27 pupils Dec. 2025 = 59% 19/27 pupils Following Top-up sessions from June-July 2026 = 70%	
3. Perform safe self-rescue in different water-based situations 2024/25: 100% 2023/24: 96% 2022/23: 100%	16/27 pupils Dec. 2025 = 59% 26/27 pupils Following Top-up sessions from June-July 2026 = 96%	

Plan, monitor and evaluate – 2025-2026

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the proportion of pupils engaging in moderate to vigorous intensity physical activity during playtimes by providing inclusive and engaging physical activity opportunities leading to improved physical fitness, wellbeing, social interaction and contribution towards the Chief Medical Officers' recommendation of 60 active minutes per day.	Success will be measured through pupil participation data, CPD for play leaders (SSP offer) and welfare staff (shadowing external coaches), SLT on duty, observations, pupil voice surveys and an increase in the percentage of pupils achieving at least 60 minutes of physical activity during the school day.	➤ Increase in the number of pupils participating in active lunchtime activities. ➤ Increase the proportion of pupils engaged in MVPA during lunchtimes. ➤ Trained sports ambassadors/play leaders facilitate a range of daily activities in a designated zone. ➤ Welfare staff will foster a commitment to getting children active and develop confidence in their role by facilitating play and targeting less active pupils. ➤ A range of sports is provided by introducing external coaches which lead to extra-curricular clubs and competition pathways. ➤ Improved engagement among less active pupils and targeted groups. ➤ Positive pupil feedback regarding lunchtime activity opportunities. ➤ Sustained increase in active play observed across the academic year.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). SLT, PE subject leader and sports ambassadors to conduct regular observations of the playground to gauge activity levels of the least active children.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. / Invoiced cost
Evaluate	Increased engagement in physical activity among all pupils, including less active, disadvantaged and SEND pupils, reducing inactivity levels across the school. Improved behaviour, readiness to learn after transitioning back to classrooms, social interaction, resilience and wellbeing during lunchtimes through purposeful physical activity opportunities. Sustainable systems, including trained play leaders (offering a timetabled range of games and seeking out children of all ages or on their own) and active playground provision (welfare staff are engaged and playing with the children), ensure increased activity levels are maintained over time. SEND pupils look forward to their playtimes and external coaches plan a range of sports (twice a week) through considerate choices of equipment and the types of games played.	Purchased durable playground equipment, which are securely stored and only accessed by play leaders, SLT and welfare staff. Established clearly defined activity zones that can be used year after year. Created a leadership pathway for pupil sports leaders and sports ambassadors, with annual training from the Pendle SGO for new leaders to maintain provision. Established pupil voice surveys and activity observations, which inform ongoing improvements and ensure high participation levels are maintained. Moving forward, a robust monitoring system will be introduced i.e. Sports Ambassadors and play leaders will be provided with register templates to record baseline and termly data so this can be used as evidence towards measurable impact.	Pupil voice surveys, participation numbers, pupil surveys and playground observations show that more pupils are regularly engaged in purposeful physical activity during lunchtimes. Trained pupil leaders and welfare staff are confidently delivering activities, while playground equipment and activity zones are being used respectfully and effectively to promote active play and support pupils in achieving their daily physical activity targets. Our extra-curricular clubs offer and regular timetabled attendance at Pendle SSP inter-school events continues to be an asset of our school in the West Craven cluster. Registers of clubs are recorded on PE Passport. Moving forward, the platform will be utilised further to map pupil representation across all key phases.	Physical Resources - £7.64, £15.27, £17.84, £17.84, £46.32 £35.68, £50.47, £44, £12.89, £152.38 CPD for play leaders and staff – Provided through the SSP SLA (£1830) Progressive Sports - £990, £990 (tailored interventions invoiced inclusive) *invoices outstanding* PJ Sports - £375, £1725 Sports Cool – £378, £252

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To improve the fine and gross motor skills of identified pupils through targeted physical activity interventions, movement-based programmes, and inclusive physical development opportunities that enhance coordination, balance, stability, strength, agility and fundamental movement skills. This aligns with the DfE PE and Sport Premium aim of increasing engagement in regular physical activity and ensuring all pupils can achieve and thrive regardless of background or ability.	Staff receive training to identify and support pupils with gross motor development needs, embedding expertise within the school. Motor Screening Programme resources and tailored interventions are established for ongoing use with future cohorts of pupils. Motor skill development is embedded within PE lessons, active play and targeted intervention provision. Assessment systems enable early identification and support of pupils requiring additional physical development opportunities. Improved staff knowledge and available resources ensure that support for motor development continues beyond the funding period.	➤ This will support pupils' access to PE, physical activity and the wider curriculum, while promoting confidence, participation and lifelong engagement in physical activity. ➤ Identified pupils demonstrate improved balance, coordination, agility and fundamental movement skills. ➤ Identified pupils show increased confidence and willingness to participate in PE lessons, physical activity opportunities and active play. ➤ Improved motor competency enables pupils to engage more successfully in a wider range of sports and physical activities. ➤ Enhanced physical development supports pupils' wellbeing, social development and engagement across the wider curriculum. ➤ Staff develop greater knowledge and confidence in identifying and supporting pupils with motor development needs.	Pre- and post-intervention motor screening assessments demonstrate progress in targeted areas. Teacher and teaching assistant observations show improvements in movement competency and physical confidence. PE assessment records indicate greater participation and achievement in physical activities. Pupil voice evidences increased enjoyment and confidence in PE and active play. SEND reviews, intervention records and provision maps demonstrate progress towards individual targets. Increased engagement in extracurricular clubs, active lunchtimes and PE lessons. Staff feedback demonstrates increased confidence in delivering developmentally appropriate movement activities and adaptive teaching through the PE Passport platform.

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. / Invoiced cost
Evaluate	Baseline and July 2026 intervention motor screening assessments demonstrate progress in targeted areas (data collated by Phil Cain). Teacher and teaching assistant video observations and end of unit assessments on PE Passport show improvements in movement competency and physical confidence. PE Passport reporting records indicate greater participation and achievement in physical activities. Pupil voice evidences increased enjoyment and confidence in PE and active play. SEND pupil voice, tailored intervention records and provision maps demonstrate progress towards individual targets. Increased engagement in active lunchtimes and PE lessons. Staff evidenced an increased ability to adapt teaching to ensure objectives were inclusive. Sought out the support of specialist mentoring or PE Subject Leader advice when required.	Staff received climbing frame, gymnastics and Safe Practice in PE (matting) training to identify and support pupils with gross motor development needs. Staff very quickly evidenced confidence in utilizing the hall frame, modelling safe practice with their classes and setting up active motor skill stations. Motor Screening Programme planning and assessment templates were explained and delegated to specialist coaches who led tailored intervention 3 times a week (small groups and 1:1 children identified and signposted to support by teachers and PE Subject Leader referencing PE Passport baseline assessment data, handwriting, core strength in class and behaviour for learning). SEND children demonstrated less resistance throughout the academic year and appreciated the consistency of the sessions leading to improved engagement and impact. Motor skill development is embedded within PE lessons (PE Passport planning) and active play (rock wall, clamber stack, forest). Fine and Gross motor continuous provision is mapped on a half termly basis in Reception & Year 1.	Baseline and end-of-year motor screening assessments show clear progress in pupils' balance, coordination, stability, agility, hand-eye coordination and fundamental movement skills. Intervention records demonstrate that identified pupils have successfully met or made significant progress towards their individual physical development targets. Teacher end of unit assessments on PE Passport indicate improved participation and performance in PE lessons, with pupils demonstrating greater confidence when completing physical tasks. SEND observations highlights improvements in pupils' physical independence, coordination and ability to access classroom tasks, PE lessons and playground activities. Staff observations show pupils are more willing to engage in active play, team games and physical challenges during breaktimes and lunchtimes. Learning walks and lesson observations evidence improved movement competence, body control and physical confidence across a range of activities.	CPD – Branching Out (John Sansom) £190, £75 Specialist interventions (Progressive Sports & PJ Sports) – £975, £990, £331.73, £802.50, £409.61, £990, £331.73 (some totals are lunchtime provision inclusive) *invoices outstanding (Progressive Sports)* Mentoring (PJ Sports) - £450, £525



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their end of Key Stage 2 core swimming lessons.	Following our curriculum swimming provider's (WCSC) core curriculum and water safety lessons (STA Swimming Academy) we will identify Y6 pupils for top-up swimming and make arrangements with Pendle Leisure Trust. We will use the PE and Sport Premium to fund top-up intervention swimming.	Our aim is to increase the number of children achieving national curriculum requirements by the end of the summer term in Y6. At the end of Year 6's curriculum swimming block in December 2025, 59% of pupils could swim 25m, use a range of strokes effectively and perform safe self-rescue. Following SATs in May, we predict that through top-up intervention swimming, this will increase to 81%.	Swimming assessment data collated and shared by WCSC (swimming lesson provider).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. / invoiced cost
Evaluate	At the end of Year 6's curriculum swimming block in December 2025, 59% of pupils could swim 25m, use a range of strokes effectively and perform safe self-rescue. Now in July 2026, of the 11 pupils signposted to top-up swimming intervention, 3 more can now swim 25m and use a range of strokes effectively increasing data to 70%. Out of the 11 pupils, 10 more can now perform safe self-rescue increasing data to 96%.	Our school is committed to raising the required funds for top up swimming going forwards. PE Subject Leader purchased and established a school swimming kit resource bank (not using the Sport Premium) so avoidance or forgetting of kit can be managed and participation is 100% each week.	Swimming assessment data collated and shared by WCSC (swimming lesson provider). Staff reported a noticeable increase in engagement and bringing of kit on the right day i.e. pupils who were deliberately forgetting their kit or demonstrating avoidance previously were much more willing to participate during the intervention block of lessons. Pupil were submerging their heads in water, jumping in and overcoming sensory triggers.	Pendle Leisure Trust top-up sessions - £5.60 per child each Friday

Evidence and updates reported termly to Governors

Autumn Term:

- ✓ Teachers are consistently following PE Passport SOW and evidencing progression through video entries and assessing against outcomes in each unit.
- ✓ Teacher confidence audit completed and specialist mentoring to be signposted if required.
- ✓ Barriers to learning and SEND difficulties within lessons identified. Provision adaptations and specialist intervention taking place. Specialist coaches and SENDco to be notified and sought out for support (Phil Cain & Progressive Sports).
- ✓ Motor Screening Programme incorporated as part of EYFS-KS1 PE Curriculum and Assessment (16 areas).
- ✓ EYFS and Year 1 Continuous Provision mapped on a half termly basis so progression in fine and gross motor skills are being developed and supported.
- ✓ Improvement in pupil physical activity levels of participation on the playground due to pupil's increased confidence stemming from PE lessons and welfare staff actively setting up games and/or playing with the children.
- ✓ Teachers completed indoor hall spectrum climbing frame CPD – autumn 2 2025.
- ✓ Indoor PE in the school hall risk assessment updated to reflect instalment and usage of the spectrum climbing frame.
- ✓ Teachers reminded about the correct usage of mats during indoor PE lessons which is outlined in the updated risk assessment (quoted from Safe Practice in PE handbook)
- ✓ Teachers and accompanying staff at swimming lessons fully participate and take lead from swimming instructors. Teachers are provided with School Swimming Academy Curriculum document and Swimming Tab within PE Passport to support their poolside input. Staff accompanying swimming lessons provided with the service level agreements, risk assessment and School Swimming Award scheme of work and signposted to sections which must be read and adhered to by all.
- ✓ Active Travels initiatives continue to promote the reduction in traffic outside of school and the physical activity levels during before and after school journeys (WOW Living Streets Travel Tracker and Wheelie Wednesday).
- ✓ Sports Ambassadors meet with the subject leader weekly to carry out PE and Sport actions.
- ✓ Playground Leaders are timetabled and monitored.

Spring Term:

- ✓ Teachers are consistently following PE Passport SOW and evidencing progression through video entries and assessing against outcomes in each unit. When data submissions have passed their deadline, Subject Leader chases this up with teachers.
- ✓ Identified children are receiving tailored interventions to close Motor Screening and Fundamental Movement Skills gaps (Phil and Progressive Sports). SENDco is notified and sought out for further OT referral support if impact is not significant.
- ✓ Motor Screening Programme continues to be incorporated as part of EYFS-KS1 PE Curriculum and Assessment (16 areas).
- ✓ EYFS and Year 1 Continuous Provision continue to be mapped on a half termly basis so progression in fine and gross motor skills are being developed and supported.
- ✓ Year 3 teacher has set up a fine motor (Finger Gym) for children who are struggling to hold a pencil and orientate writing (3x a week- 10 mins each session).
- ✓ Teachers and accompanying staff at swimming lessons fully participate and take lead from swimming instructors. Teachers are provided with School Swimming Academy Curriculum document and Swimming Tab within PE Passport to support their poolside input. Staff accompanying swimming lessons provided with the service level agreements, risk assessment and School Swimming Award scheme of work and signposted to sections which must be read and adhered to by all. 11 children finished Year 6 swimming in December 2025 without passing National Curriculum expectations. The subject leader has contacted the Pendle Leisure Trust's swimming coordinator and has booked in intervention top-up swimming to start in June 2026 (paid for through Sport Premium).
- ✓ Active Travel initiatives continue to promote the reduction in traffic outside of school and the physical activity levels during before and after school journeys (WOW Living Streets Travel Tracker and Wheelie Wednesday).
- ✓ Sports Ambassadors meet with the subject leader weekly to carry out PE and Sport actions. They are very excited to be on the countdown to hosting their own all girls Y3 Tag Rugby event. They have finished their planning and will be carrying this out with the Y3 girls this half term. Next half term, they will be inviting other schools to participate in a tournament led by them (warm up, drill, game, refereeing and presentation). A father of one of the Sports Ambassadors is kindly designing and making a 3d printed trophy.
- ✓ We continue to enter and attend a plethora of inter-school participation and competitions - Y5/6 Football League Seeding Festival, Y3 Kurling, Y1/2 SEND Multiskills, Y2 Multiskills, KS2 Panathlon, Y5/6 Platinum Football League Round 1 (promoted to Legends league!), Y2 Athletics, Y3 Indoor Athletics, SEND Indoor Bowls, Y5/6 Legends Football League Round 2, Y5/6 Ind. Athletics, Y3 Girls Football, KS2 Girls Football CVL, Y1 Multiskills, KS2 Swim Gala, B Team Footie tournament and Y2 Multiskills so far this year!
- ✓ Subject leader continues to update the PE and Sport Premium page on the School website as per Sport England and Lancashire guidance.

Summer Term:

- ✓ Teachers are consistently following PE Passport SOW and evidencing progression through video entries and assessing against outcomes in each unit. When data submissions have passed their deadline, Subject Leader chases this up with teachers and supports gaps.
- ✓ Due to government updates around PE and Sport Premium funding, schools have been advised not to commit to SLAs for the autumn term. After a budget meeting with the school bursar and communication with the finance officer, we have been planning expenditure of approx. £5000 for the autumn term. This one off payment is to allow for the transitional period up to Spring Term. Subject leader will be utilising this funding for tailored intervention, PE Passport, SSP and lunchtime provision.
- ✓ 11 children finished Year 6 swimming in December 2025 without passing National Curriculum expectations. This group of children have been attending weekly top-up sessions. They finish on 10th July. So far, out of the 11 children, 3 have now completed National Curriculum and safe self-rescue requirements.
- ✓ Lancashire Cricket (Paul Naylor) has offered us a free engagement day (Sept 2026), fully funded Dynamos afterschool club (Autumn 1) and free whole school programme (Spring Term) due to our FSM numbers triggering eligibility for the funding. We look forward to raising the profile of girls, SEND and BAME participation in cricket.
- ✓ Website continues to be updated with all PE and Sport updates including: Right Start training, inter-school events, photos and required documents as per Sport England and Lancashire guidance.
- ✓ School Games Mark application is being submitted w.c. 13th July.
- ✓ PE and Sport Premium reporting – Impact report to be published on the school website by 31st July and submit grant expenditure assurance form to the DfE by 30th September.

