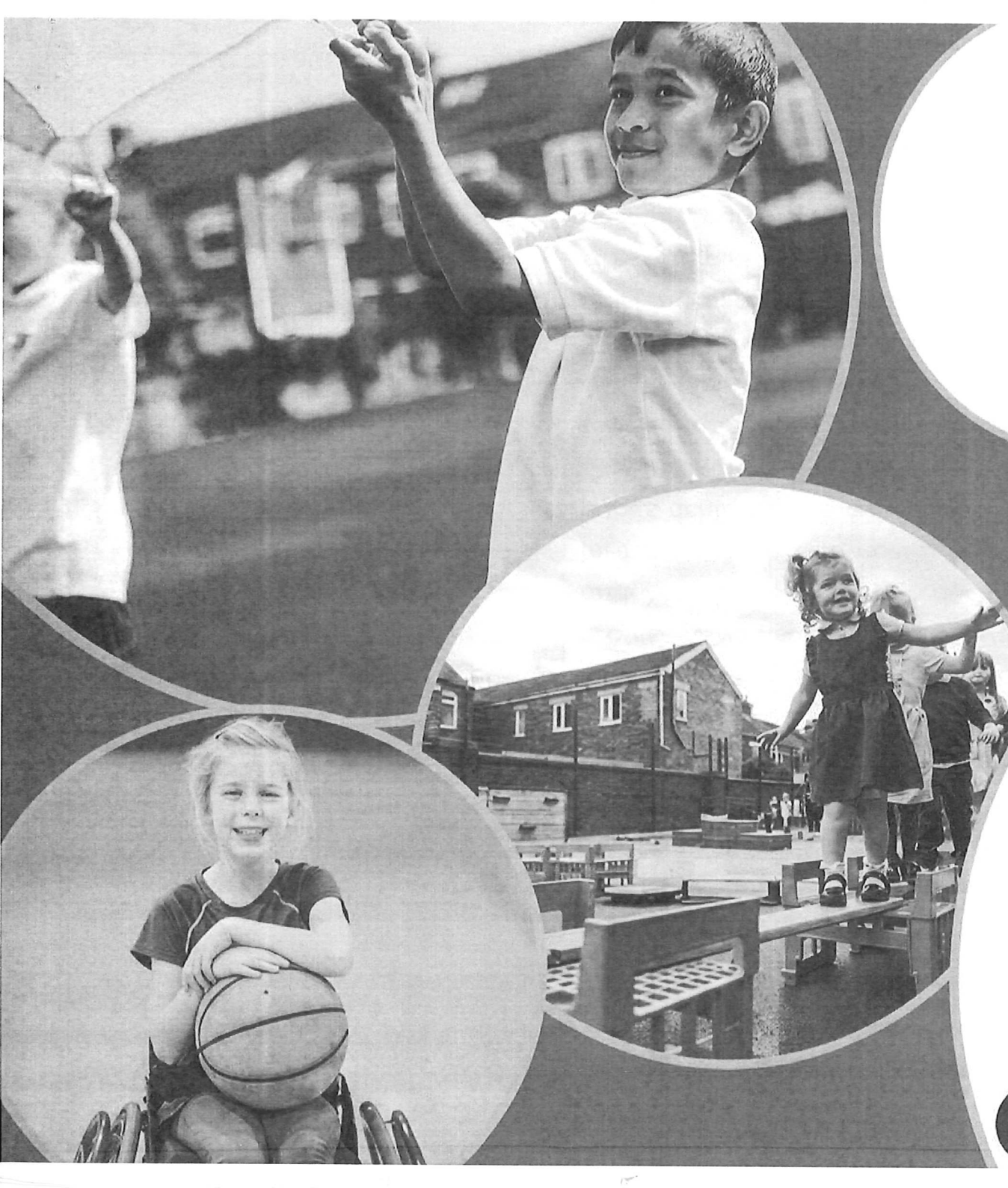




PE and sport premium monitoring and tracking form *2026/27*

Commissioned by



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for Education

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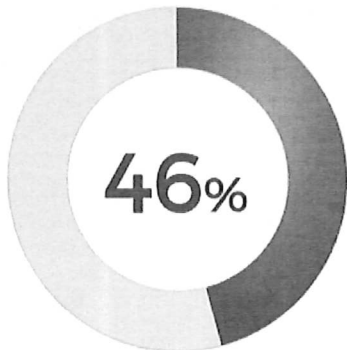
St Agnes
C.E. Primary School

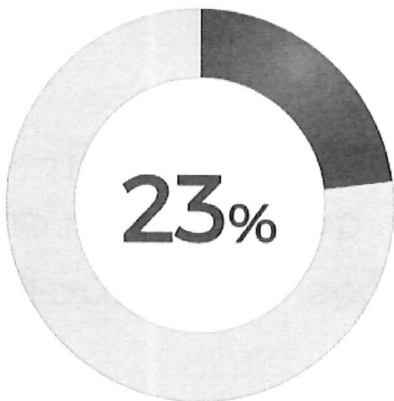
Review of the last academic year (2025/2026)



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Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
I. Swim competently, confidently and proficiently over a distance of at least 25 metres  SWIM 25M	The percentage of pupils achieving the 25-metre standard reduced from 56% (2023-24) to 46% (2024-25). However, this year's cohort received approximately 50% less curriculum swimming time as provision was split between Year 3 and Year 4. Despite this reduction in instructional time, nearly half of pupils achieved the expected standard, indicating that the revised model continues to deliver effective outcomes while significantly reducing disruption to teaching across the wider curriculum. The impact of the two-year programme will become clearer once pupils have completed both Year 3 and Year 4 swimming blocks.	Whilst 46% of pupils achieved the 25-metre standard, over half of pupils are still not yet meeting the national expectation. Many pupils require additional time in the water to develop confidence, stamina and technique. As pupils only receive swimming lessons for half of the academic year, some do not have sufficient opportunity to consolidate skills before lessons end

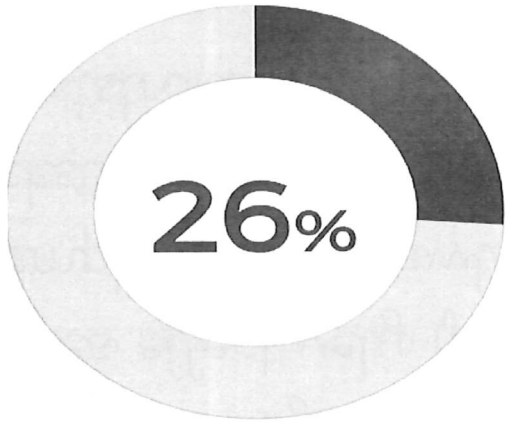
Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)  23% PERFORM A RANGE OF RECOGNISED STROKES	The revised swimming programme has continued to develop pupils' competence across a range of recognised strokes while reducing disruption to the wider curriculum through the split Year 3 and Year 4 delivery model. This year, 23% of pupils were able to perform a range of recognised strokes effectively. Although this is lower than the previous year's outcome, pupils received approximately half the curriculum swimming provision compared to previous cohorts, making this a positive level of attainment within a reduced teaching period.	This is the first year of the new rolling swimming programme across Years 3 and 4. Current Year 4 pupils have completed their allocated swimming block and will not attend swimming next year. As this cohort has only experienced the first year of the revised model, outcomes are not directly comparable with previous years. The full impact of the programme will be evaluated as future cohorts complete the planned sequence of swimming provision.

Review of the last academic year (2025/2026)

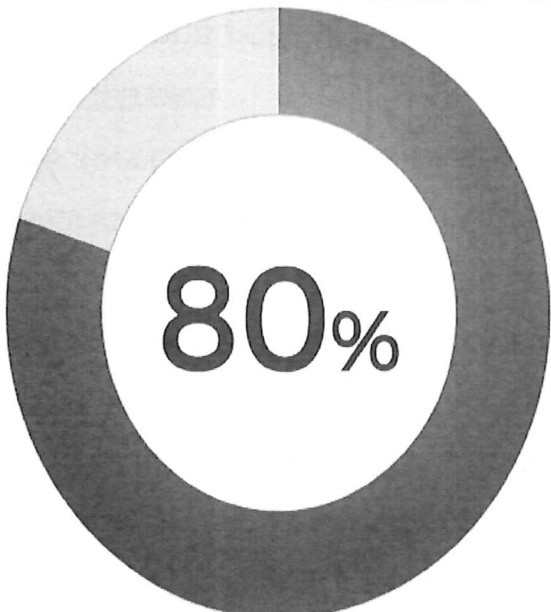
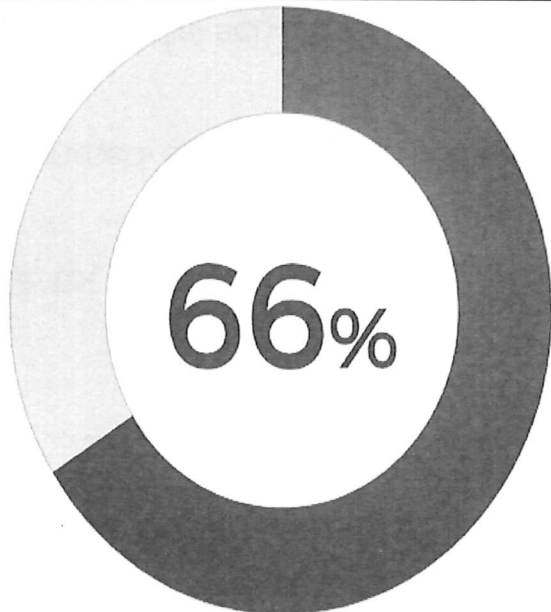
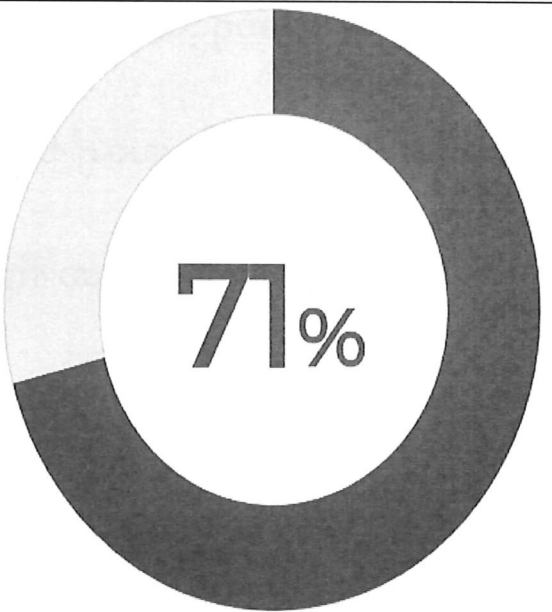


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Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations  PERFORM A SAFE SELF RESCUE	Attainment in safe self-rescue reduced to 26%, reflecting the reduced amount of curriculum swimming time available during the first year of the revised rolling programme. As this is the first year that Year 3 pupils have accessed swimming, many children are younger, less physically developed and less confident in the water than previous cohorts who undertook swimming later in Key Stage 2. For many pupils, attending a public swimming pool, entering deeper water and learning alongside qualified instructors can initially be daunting, meaning early lessons focus heavily on building water confidence before more advanced self-rescue skills can be developed.	Current Year 4 pupils have completed their allocated block of swimming lessons and will not attend swimming next year, as intended within the revised programme. Consequently, outcomes are not directly comparable with previous years, when pupils received a full year's swimming provision in a single academic year. The full impact of the revised model will become clearer as future cohorts complete both Year 3 and Year 4 swimming blocks.

Current Year 6

Swim competently, confidently and proficiently over a distance of at least 25 metres	Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Perform safe self-rescue in different water-based situations
 80% SWIM 25M	 66% PERFORM A RANGE OF RECOGNISED STROKES	 71% PERFORM A SAFE SELF RESCUE

Current Year 6 Leavers - Swimming and Water Safety Review

The current Year 6 cohort completed a full year of swimming provision during Year 4 under the previous swimming model, where pupils attended swimming lessons throughout the academic year. Their outcomes provide a benchmark against which the impact of the revised Year 3/Year 4 rolling programme can be measured in future years.

The cohort achieved strong outcomes:

- 80% of pupils left primary school able to swim competently, confidently and proficiently over a distance of at least 25 metres.
- 66% were able to use a range of recognised strokes effectively, including front crawl, backstroke and breaststroke.
- 71% demonstrated the ability to perform a safe self-rescue in a range of water-based situations.

These outcomes reflect the positive impact of sustained swimming provision and highlight the importance of school-led swimming lessons in ensuring pupils develop essential life skills. For many pupils, school remains their only opportunity to access regular swimming instruction, making this provision invaluable. As the school has now introduced a revised rolling programme, with swimming split between Year 3 and Year 4 to minimise disruption to the wider curriculum, future attainment data should not be directly compared with this cohort. The current Year 6 outcomes represent pupils who received significantly more curriculum swimming time than pupils beginning the new programme. The effectiveness of the revised model will be evaluated over time as cohorts complete the full planned sequence of swimming provision.

Sports Premium Review 2025-26

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	Following successful trials in <u>two year</u> groups, the PE Passport app was shared with all staff in Spring 2, with teachers encouraged to use the platform and become familiar with it throughout Summer 1 and 2. The resource was chosen for its detailed lesson plans, clear teaching points for key skills, and supporting instructional videos. This provided staff with structured guidance and practical tools to enhance confidence, subject knowledge, and consistency in delivering high-quality PE across the school.	While the PE Passport app has been positively received and initial use has improved lesson structure and staff confidence, it is not yet fully integrated or embedded across the school. Some staff require further CPD to develop confidence in navigating the full range of features, particularly around planning, assessment, and progression mapping. As a result, assessment tracking within the app will not begin until September 2025, allowing time for additional staff training, familiarisation, and consistent implementation to ensure the platform becomes an established and sustainable part of PE practice.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The school successfully increased pupil engagement in regular physical activity through a broad range of inclusive initiatives. Daily activity was embedded using the Active 60 Minutes Tracker, which encouraged pupils to monitor and reflect on their movement throughout the day. The introduction of Personal Best Challenges and a calendar of intra-school competitions provided accessible opportunities for all pupils, including <u>less</u> active groups, to participate and improve at their own level. Engagement was further enhanced through lunchtime activity zones, targeted girls' sessions, and sports leader-led activities supported by external coaches. These actions significantly reduced sedentary behaviour, promoted enjoyment and motivation, and fostered a strong sense of teamwork and school spirit. Collectively, this consistent and inclusive approach has embedded sustainable daily activity habits and strengthened pupils' physical, social, and emotional wellbeing.	However, the full impact of these initiatives was hindered by limited playground space and the logistical challenges of managing lunchtime activity within staggered timetables, which restricted the range of sports and activities that could be delivered simultaneously. Despite these constraints, participation levels increased significantly, sedentary behaviour reduced, and pupils developed stronger motivation, teamwork, and enjoyment of physical activity across the school.

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	The profile of PE and sport has been significantly raised across the school through a strong focus on pupil leadership, whole-school events, and celebration of achievement. The expansion of the Sports Leaders programme in Years 4-6 has empowered pupils to take ownership of physical activity by planning, leading, and officiating intra-school competitions and playground challenges. These leadership roles have promoted key personal development skills such as confidence, communication, and responsibility, supporting wider school improvement priorities. High-visibility events, including European Sports Day, the Mini London Marathon, and National School Sports Week, alongside features in newsletters, assemblies, and displays, have embedded PE into the school's culture. As a result, pupils, staff, and families view sport and physical activity as a central part of school life that contributes positively to behaviour, wellbeing, and the wider curriculum.	Although the Sports Leaders initiative has strengthened pupil responsibility and leadership, it has not yet achieved its full potential due to structural and logistical barriers. The staggered lunchtime schedule and limited playground space mean that older pupils in Years 5 and 6 do not share outdoor time with younger pupils in Years 1-3. As a result, opportunities for peer mentoring and for Sports Leaders to teach and model key fundamental movement skills to younger pupils have been restricted. This has limited the intended impact of cross-year coaching and skill development activities. Future planning will explore ways to adapt timetables or create structured sessions to enable meaningful interaction between age groups and maximise the benefits of the Sports Leader programme.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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	The school has worked hard to offer a broader and more equal experience of sports and physical activities for all pupils, ensuring inclusivity across age, gender, and ability. A varied enrichment programme has introduced pupils to non-traditional and inclusive activities such as archery, fencing, boxercise, yoga, handball, and boccia, alongside traditional sports like football, athletics, and dance. Targeted lunchtime and after-school clubs were designed to increase participation among girls and less active pupils, while adaptive sports such as seated volleyball and new-age kurling ensured all pupils could take part meaningfully. Access to Outdoor and Adventurous Activities for Years 4-6 and themed curriculum events, including Olympic and Paralympic weeks, further enriched the offer.	Although limited play space remains a challenge, creative timetabling, partnerships with external coaches, and strong pupil voice input have ensured that pupils experience a diverse, engaging, and equitable PE and sport curriculum.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport	The school has made strong progress in increasing participation in competitive sport through a structured calendar of intra- and inter-school events. Pupils took part in termly house tournaments, lunchtime leagues, and Personal Best Challenges, giving every child the opportunity to compete in a supportive environment. The development of Sports Leaders enabled older pupils to help plan, officiate, and run events, building leadership and teamwork skills while broadening the competitive offer. The school also entered regional and national events such as the School Games, TCL Mini London Marathon, and <u>Panathlon</u> Challenge, ensuring representation for a wide range of abilities, including SEND pupils.	To further strengthen this area, the school recognises the need to establish stronger links with local cluster schools to enable more frequent inter-school competitions and to make greater use of the MCR Active partnership to access regional festivals and tournaments. This collaborative approach will ensure continued growth in participation, improve competitive experiences, and raise the profile of sport across the wider community.

Aims for the next academic year (2026/2027)



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Swimming and Water Safety	Aims for 2026-27
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	• Continue to embed the revised Year 3/Year 4 rolling swimming programme to maximise curriculum time while maintaining high-quality swimming provision. • Increase the proportion of pupils achieving the 25-metre standard through targeted support for pupils identified as close to meeting the expected standard. • Ensure all pupils develop water confidence early in the programme so that lesson time can increasingly focus on swimming competence and endurance. • Monitor attainment across Year 3 and Year 4 to evaluate the cumulative impact of the revised delivery model.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Improve pupils' proficiency across a range of recognised strokes through focused teaching of technique and stroke efficiency. • Provide additional support for pupils requiring further practice to develop consistency and stamina. • Continue to work closely with swimming instructors to monitor progress and identify pupils needing targeted intervention. • Evaluate whether pupils completing both years of the programme demonstrate improved stroke competency compared with previous cohorts.
3. Perform safe self-rescue in different water-based situations	• Continue to prioritise water safety education as a core element of swimming provision. • Increase opportunities for pupils to practise safe self-rescue techniques in a range of realistic scenarios to improve confidence and independence in the water. • Reinforce key water safety messages through classroom learning where appropriate, ensuring pupils understand how to stay safe in different aquatic environments. • Review attainment following the second year of the rolling programme to evaluate the long-term impact on pupils' water safety knowledge and practical skills.

Overview Aims for the next academic year (2026/2027)



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Aim	Why?	Key area	Supporting evidence
Increase engagement of all pupils in daily physical activity	Increase the percentage of pupils achieving 30 active minutes each school day, with targeted support for the least active pupils.	• Continue Active 60 Tracker • Introduce active classrooms and play leaders • Develop pupil-led lunchtime activities • Target identified inactive pupils	• Active 60 data improves • Increased lunchtime participation • Playground heat maps • Pupil voice
Raise the profile of PE and sport across the school	Embed physical activity as a whole-school priority that celebrates participation, leadership and achievement.	• Expand Sports Leaders roles • Increase family engagement events • Celebrate participation alongside performance • Strengthen community club links	• More sporting events • Newsletters/social media • Sports Leader evaluations • Parent engagement
Increase confidence, knowledge and skills of staff in PE	Further develop staff confidence to deliver high-quality PE independently across all curriculum areas.	• Tailored CPD • Peer observations and coaching • Consistent PE Passport use • Develop assessment confidence	• Staff surveys • Monitoring and lesson observations • PE Passport completion
Offer a broader and more equal experience of sports for all pupils	Increase participation from girls, SEND pupils and less active children through inclusive and diverse sporting opportunities.	• Continue enrichment programme • Introduce activities from pupil voice • Expand adaptive sports • Local provider partnerships	• Participation data by group • Increased SEND and girls' participation • Club registers • Pupil surveys
Increase participation in competitive sport	Increase opportunities for competitive sport at all ability levels, ensuring every pupil experiences competition.	• More intra-school competitions • Continue School Games pathway • Personal Best challenges • Leadership opportunities	• Participation tracking • School Games evidence • Sports Leader logs
Improve swimming outcomes	Increase the percentage of pupils meeting National Curriculum swimming expectations by the end of Year 6.	• Targeted catch-up sessions • Termly monitoring • Ability-group teaching • Explore additional opportunities	• Swimphony data • Increased % swimming 25m • Water safety assessments • Year-on-year comparison

Your Objective: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.



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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	Increase the proportion of pupils achieving at least 30 active minutes during the school day, with a particular focus on the least active pupils.	Continue using the Active 60 Tracker to identify pupils who are not consistently achieving 30 active minutes. Introduce short active classroom breaks across all year groups to increase movement throughout the day. Develop the role of Play Leaders and Sports Leaders to deliver structured lunchtime activities. Introduce weekly Personal Best challenges linked to House Points to encourage participation from all ability levels. Provide targeted lunchtime clubs for girls, SEND pupils and identified inactive pupils. Continue to promote physical activity through whole-school events, Active Schools Week and family activity challenges.	Increased percentage of pupils achieving 30 active minutes daily. Higher participation rates during lunchtimes and playtimes. Reduced numbers of pupils remaining inactive during break times. Greater engagement from girls, SEND pupils and previously less active pupils. Improved pupil attitudes towards daily physical activity and wellbeing.	Active 60 Tracker data. Playground heat maps showing increased activity. Lunchtime participation registers. Pupil voice questionnaires. Sports Leader evaluations. Learning walks and PE Lead monitoring. Attendance at lunchtime clubs. Parent feedback following family activity events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: The profile of PE and sport being raised across the school as a tool for whole school improvement



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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	Continue to raise the profile of PE, physical activity and school sport so that participation, leadership and achievement are recognised and celebrated across the whole school.	Fully embed PE Passport to support curriculum planning, assessment and pupil progress across all year groups. Expand the role of Sports Leaders, providing leadership opportunities at lunchtimes, festivals and whole-school events. Continue the House Point reward system for participation, Personal Best and leadership. Celebrate sporting achievements through assemblies, newsletters, social media and the school website. Develop stronger links with local sports clubs to promote participation beyond school. Continue to provide a wide range of inclusive competitions and enrichment opportunities throughout the year.	PE and physical activity continue to have a high profile across the school. Increased pupil participation in sporting opportunities and leadership roles. Greater pupil pride in representing the school and celebrating achievement. Staff confidently use PE Passport to plan, assess and monitor progress. Parents are more aware of sporting opportunities and pupil successes.	PE Passport monitoring and assessment data. Sports Leader logbooks and evaluations. Participation data for clubs and competitions. School newsletters, website and social media. Pupil voice surveys. Learning walks and PE Lead monitoring. Parent feedback. Local cluster school inter school matches results, reports, photos etc.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your objective: Increased confidence, knowledge and skills of all staff in teaching PE and sport



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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	Further develop staff confidence, subject knowledge and assessment skills to deliver consistently high-quality PE lessons across all year groups.	Continue to embed PE Passport as the school's planning and assessment platform. Provide tailored CPD based on staff voice, lesson observations and identified development needs. Introduce peer observations and team teaching to share effective practice across the school. Use PE Passport assessment data to identify gaps in pupil learning and inform future planning. Support new staff through induction, mentoring and curriculum guidance. Continue to develop Sports Leaders to support practical lessons, festivals and whole-school events.	Increased staff confidence in delivering high-quality PE independently. Greater consistency in curriculum delivery and assessment across all year groups. Lessons are increasingly active, inclusive and appropriately differentiated. Pupils make strong progress across all areas of the PE curriculum. Assessment is used effectively to inform teaching and support pupil progress.	Staff confidence questionnaires. PE Passport planning and assessment reports. Learning walks and lesson observations. Peer observation records. Pupil voice surveys. Curriculum monitoring. Assessment data showing pupil progress. CPD evaluations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: Broader experience of a range of sports and activities offered to all pupils.



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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	Continue to broaden the range of sporting and physical activities available to all pupils, ensuring opportunities are inclusive, pupil-led and reflect pupils' interests.	Continue the annual programme of enrichment weeks, themed activity days and Outdoor and Adventurous Activities (OAA). Use pupil voice to introduce new clubs and activities, particularly those less represented within the PE curriculum. Develop stronger partnerships with local sports clubs to create pathways into community sport. Increase opportunities for girls, SEND pupils and less active children through targeted lunchtime and after-school provision. Continue Sports Leader involvement in promoting and leading enrichment activities. Expand family engagement through activity challenges and community events.	A greater proportion of pupils participate in a wider variety of physical activities. Increased engagement from girls, SEND pupils and previously inactive pupils. Pupils develop confidence in trying new sports and activities. Greater numbers of pupils join community sports clubs beyond school. Outdoor learning and adventurous activities become embedded across the curriculum.	Club registers and attendance data. Pupil voice surveys. Participation data by group (girls, boys, SEND, disadvantaged). Photographs and newsletters. Parent feedback. Sports Leader evaluations. PE Lead monitoring. Local club partnership records. PE Passport participation data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: Increased participation in competitive sport



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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	Ensure every pupil has the opportunity to participate in meaningful competitive sport, regardless of ability, whilst increasing leadership, inclusion and progression through intra- and inter-school competition.	Continue to deliver a structured programme of intra-school competitions linked to PE units and House competitions. Increase opportunities for girls, SEND pupils and less active pupils through inclusive festivals and targeted events. Expand Sports Leader roles to organise, officiate and support competitions. Maintain participation in School Games competitions and local partnership events. Develop Personal Best challenges alongside competitive opportunities to celebrate individual improvement. Continue to strengthen links with local secondary schools and sports clubs to widen competition pathways. Celebrate participation and achievement through assemblies, newsletters, social media and the House Point system.	Every pupil experiences at least one competitive event during the academic year. Increased participation across all pupil groups, including girls, SEND and previously less active pupils. More pupils represent the school at local competitions and festivals. Pupils develop resilience, teamwork, leadership and sportsmanship through competition. Competition becomes an embedded and valued part of the school's PE curriculum.	PE Passport participation data. Competition registers. School Games records. Sports Leader evaluations. Pupil voice surveys. Participation analysis by pupil group. Photographs, newsletters and website articles. PE Lead monitoring. Behaviour and attendance data following competition events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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