

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

Commissioned by



Department
for Education

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Review of the last academic year (2024/2025)



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<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	High percentage of children meeting this requirement	We have not targeted those not meeting this requirement
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	High percentage of children meeting this requirement	We have not targeted those not meeting this requirement
3. Perform safe self-rescue in different water-based situations	High percentage of children meeting this requirement	We have not targeted those not meeting this requirement

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	Staff have all had access to online CPD tool to ensure high quality sequential PE is embedded across all key stages. Staff voice shows 100% of teaching staff find the online CPD tool to support high quality delivery useful and easy to use.	Continue to support staff using this online platform but identify areas and opportunities to support further (including support staff).
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A range of sporting activities and clubs were available across the academic year. Our clubs data and pupil voice outlines that pupils had opportunities to be physically active throughout the school day and had access to extra-curricular opportunities beyond the school day. Supported pupils with SEND to take up opportunities.	Pupils reported that they were bored at playtimes and lunchtimes and would like a broader range of activities available to them.

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	Sporting achievements are celebrated well in school. Pupils regularly celebrated their sporting achievements in Friday celebration assemblies. Pupil voice shows that pupils want to bring their sporting achievements from in and out of school to celebrate.	More support needed to celebrate sporting achievements with our wider school community such as parents and carers. Parents and carers would like more regular updates on sporting achievements and links to children's PE, school sport and physical activity experiences.
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	Greenway continue to offer a wide range of sports across PE, School Sport and Physical Activity. Pupil and staff voice shows that we have a wide range of sports and activities available. Our Barclays Girls' Football in Schools Equal Access data shows that we provide equal opportunities across all years. Ensured girls have equal access to these opportunities through this support.	Time and staffing constraints have made it more difficult to provide the broad range we have available to us. Many activities are specialist and require confident staff members to deliver these activities.
5. Increasing participation in competitive sport	We have continued our strong partnership with the Dacorum School Sports Network to provide a wide range of competitive sporting opportunities to our pupils. Participation figures were strong across Key Stage 2 and specifically year 5 and 6 with all pupils being offered opportunities to take part in competitive sports.	Not all pupils wanted to take up these opportunities.

Aims for the next academic year (2025/2026)



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<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	24/27 (89%) meet this requirement. The school utilised an intensive, pop-up pool, programme in a previous academic year which saw rapid progress for all pupils.	We have been unable to provide top-up swimming for those that do not meet these requirements.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	24/27 (89%) meet this requirement. The school utilised an intensive, pop-up pool, programme in a previous academic year which saw rapid progress for all pupils.	We have been unable to provide top-up swimming for those that do not meet these requirements.
3. Perform safe self-rescue in different water-based situations	25/27 (93%) meet this requirement. The school utilised an intensive, pop-up pool, programme in a previous academic year which saw rapid progress for all pupils.	We have been unable to provide top-up swimming for those that do not meet these requirements.

Aim	Why?	Key Area	Supporting evidence
To ensure all teaching staff are confident to deliver a spiral curriculum which is effective for PE for all pupils.	To we can ensure high quality PE is being delivered for all pupils which ensures pupils are active for the maximum amount of time during their PE lessons.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Head's Update reporting to GB termly SDP termly update SIP reports Staff Voice Pupil Voice
To review and deliver more extracurricular PESSPA opportunities across the school day 8-6pm.	To provide more opportunities across a broader range of areas for our pupils to be more active and develop a healthy relationship to PE, School Sport and Physical Activity.	Increasing engagement of all pupils in regular physical activity and sporting activities	Clubs data, pupil voice, staff voice, audits, external observations and participation figures.
To raise the profile of PESSPA through active taster sessions on activities our pupils wouldn't normally be able to do due to the equipment of facilities needing to be specialist.	Our pupils often ask about specialist opportunities that require specialist equipment.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupil, staff and parent voice from our BMX, Scooting, Great Athletes and Hockey Experience days.

Your objective:

	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)	To ensure all teaching staff are confident to deliver a spiral curriculum which is effective for PE for all pupils.	Staff audit of current PE curriculum resources. Pupil voice to check key learning milestones and concepts. Staff training around assessment on the online portal Get Set 4 PE. Support staff with adaptive teaching in PE and high quality inclusive practice. Use of the PE Premium to provide CPD for all staff from Clare M at DSSN. Head and PE Lead to attend the Herts PE conference CPD opportunity.	Teaching staff should be able to deliver high quality, active PE lessons in which pupils are engaged and skills build on prior knowledge progressively. Pupils will have a better understanding of key concepts.	Assessment on GetSet4PE Staff Voice Pupil Voice Observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are engaged in lessons that are more physically active and have a good understanding of key concepts.	Yes, because staff knowledge and skills have been improved which enables teaching staff to continue to deliver high quality physical education. Staff will continue to develop their skills and knowledge further so this will not only sustain but improve as time goes on.	Pupils voice shows that most pupils enjoy their PE lessons. Staff audits shows that staff skills and knowledge has improved and assessment shows that the majority of pupils are attaining at expected standard or higher. School games mark – platinum award	GetSet4PE Curriculum Platform & CPD: £702.00 (3.95 Priority 1 Total: £702.00 (3.95% of total spend)

Your objective:

	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)	To review and deliver more extracurricular PESSPA opportunities across the school day 8-6pm.	Audit after school clubs offer for our pupils and parents. Identify if there is opportunity to provide more. Audit Play/lunchtimes provision to understand what behaviour is like and how active the children are. Are current provisions and resources being used to effectively support pupils to be more active? Implement an active playgrounds delivery at playtime and lunchtimes. Identify opportunities to deliver sports Breakfast clubs to support pupils being more physically active. Talk to key stakeholders about new provisions to gather views.	More opportunities for pupils to take up PE , School Sport and Physical activity opportunities. Improvement in playtime behaviour.	Clubs data, registers, pupil voice, staff voice and parent communications. Playtime incidents data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have worked closely with more community club links to provide more clubs. Playtime behaviour has improved as a result of the new changes and children are more active in their playtimes and lunchtimes. More leadership opportunities have been provided. New morning clubs have increased in attendance each term.	Our club links are remaining for next academic year. Pupils have shifted in culture during playtime and lunchtime so new routines and expectations have been embedded to ensure this can continue next academic year. The morning club offer can continue under the current measures.	Clubs links and club rota for next term shows more clubs than this academic year and more often. Staff voice has reported better behaviour after lunchtimes. Behaviour incidents are down at lunchtimes when active playgrounds are implemented. Morning club data shows an increase in participation each term. School games mark – platinum award	PE, Equipment & Interactive Sports Tech Resources: £6,450.88 (36.28%) Extra-Curricular Clubs & Provision: £4,290.00 (24.13%) External Coaching Staff (incl. Table Tennis): £1,770.00 (9.96%) Netball Club Staffing & Admin (Internal Coach): £574.13 (3.23%) Bikeability Cycling Sessions: £495.00 (2.78%) Youth Sport Trust Membership Fee: £260.00 (1.46%) afPE Membership Fee: £219.00 (1.23%) Sports Trophies (Internal School Use): £80.00 (0.45%) Priority 2 Total: £14,139.01 (79.53% of total spend)

Your objective:

	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)	To raise the profile of PESSPA through active taster sessions on activities our pupils wouldn't normally be able to do due to the equipment of facilities needing to be specialist.	Contact external providers to deliver taster sessions for BMX, Scooting, Hockey, High-ropes, canoeing and climbing walls. These taster sessions will show the power of physical activity and challenge pupils mindset by using a growth mindset approach.	Pupils will be inspired by the external providers to try new experiences and be successful in those experiences through new skills and knowledge.	Pupil voice, staff voice and parent voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have been inspired by the experience days they have taken part in. Some pupils parents have invested in BMX bikes or scooters for their children to continue in their local areas through the links made with providers. 100% of pupils have increased their skills and knowledge.	The links with these providers remain in place and local opportunities are available outside of school for pupils to continue these new opportunities. As pupils have new skills and knowledge, they are able to further develop on their experiences.	Parent communications have shown many positive impacts of the taster days. Pupils have contacted local club links to get involved in PESSPA activities beyond the school day. All pupils in the BMX and Scooting sessions improved their skills and knowledge with some pupils learning to scoot and/or ride for the first time.	DSSN Network Membership (SGO Network): £1,479.00 (8.32%) External School Sports Competitions & Transport: £1,458.50 (8.20%) Priority 3 Total: £2,937.50 (16.52 % of total spend)