



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



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Aims for the next academic year (2025/2026)



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Swimming Aspirations for 2025/26

<u>Swimming and Water Safety</u> - Year 6 Aspirational Targets	Data
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of Year 6 we want all of our children to be able to swim competently, confidently and proficiently over a distance of 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 6 we want all of our children to be able to use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, we want all of our children to perform safe self-rescue in different water-based situations

Swimming actual data 2025/26

<u>Swimming and Water Safety</u> - Year 6 Objectives	Attainment Data 2025/2026
1. Swim competently, confidently and proficiently over a distance of at least 25m	At the end of Year 6 23 children could swim 25 metres - 76.6% 7 children could not
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 6 23 children could swim 25 metres - 76.6% 7 children could not
3. Perform safe self-rescue in different water-based situations	At the end of Year 6, 16 children could perform effective self rescue . 53.3%



Aims for academic year (2025/2026)

Aim	Why?	Key Area	Cost
To continue to broaden the school's physical activity offer of orienteering and embed Outdoor course into the curriculum by offering parent engagement sessions.	To strengthen our physical activity offer by further embedding Outdoor activities across the curriculum and introducing parent engagement sessions help to build confidence and support learning.	Key Indicator 4 - Broader experience of a range of sports and activities offered to all children	£735
To continue to embed Enrich Orienteering activities via their online resources supporting CPD also.	Using Enrich online resources support our delivery of progressive, engaging and inclusive orienteering experiences for all children. Enrich also offers CPD for teachers.	Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport	
To raise the profile of daily physical activity across the school by installing a 'Sensory Street' zone inside and outside in the school grounds.	Installing a Sensory Street zone both inside and outside school will raise the profile of daily physical activity by creating purposeful movement opportunities throughout the day inclusive for all children. The Sensory Street also promotes engagement, focus and wellbeing, particularly for children who benefit from sensory input, ensuring that daily movement becomes an embedded and inclusive part of the school environment.	Key Indicator 1 - The engagement of all children in regular physical activity Key Indicator 2 - Profile of PE and sport raised across the school as a tool for whole-school improvement	£3590
Long Corridor installation and outside around the Eco Garden.			
Purchase a diverse new range of non-traditional activity stations (e.g., target games, co-ordination activities, inclusive team challenges for Sports Day.	Achieve 100% active participation during Sports Day, with a measurable increase in enjoyment levels from less-competitive children.	Key indicator 4 - Broader experience of a range of sports and activities offered to all children. Key Indicator 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement.	Cost £813.45
To purchase new gymnastic matts and vaulting horse.	Raising the profile of PE - improved equipment supports whole-school PE improvement. Broader experience of sports - mats allow continued safe delivery of gymnastics, dance, movement, SEND physical development, exercise and floor-based activities.	Key Indicator 2 - The profile of PE and sport being raised across the school as a tool for whole-school improvement. Key indicator 4 - Broader experience of a range of sports	£1503.84



Aim	Why?	Key Area	Approx cost
To purchase new playground equipment to support Play Leader led activities during break and lunch. Replenishment of sporting and PE equipment.	Replenishing and purchasing new equipment to support the Play Leaders and lunchtime activities will enhance the quality, variety and inclusivity of physical activity opportunities available. This will also raise the profile and continue into next year where training will be delivered. Updated resources will enable Play Leaders to confidently organise and deliver engaging activities that appeal to a wide range of interests and abilities, increasing participation during breaktimes. High-quality, age-appropriate equipment also promotes more purposeful play, helping to continue a positive playground culture with physical exercise included. By investing in these resources, we will strengthen commitment to daily physical activity and ensures that child-led initiatives are well-resourced, sustainable and impactful.	Key Indicator 1 - The engagement of all children in regular physical activity Key indicator 4 - Broader experience of a range of sports	£2072.64
To improve the lifespan and tracking of PE equipment through dedicated storage for whole school sustainability. Purchase 2 secure, weather-proof outdoor containers for loose play equipment by the summer.	Installing storage will make loose-play, physical exercise and active resources instantly accessible during break times, child initiated play and PE lessons; including when using the field for delivery. This will directly help to increase the number of minutes children spend moving each day. To increase access to equipment for daily physical activity levels and engagement for all children during PE lessons, playtimes and lunchtimes. We identified a need for highly visible, accessible, and structured outdoor storage to house active playground and PE equipment, allowing for the independent and child-led setup of designated physical activity zones.	Key indicator 4 - Broader experience of a range of sports. Key Indicator 1 - The engagement of all children in regular physical activity	£1388 £2523
To further enhance physical development and physical exercise by providing new and varied high-quality Key Stage 1 resources that support the development of fundamental fine and gross motor skills, movement skills, balance and coordination for use during Sport, PE and break and lunch times.	Purchasing and providing new Key Stage 1 physical development resources is an essential, new offering aimed in strengthening movement skills and ensuring all children have access to high-quality equipment for PE, Sport, break and lunch time activities. These resources will provide rich opportunities for children that supports the development of fundamental movement skills, fine and gross motor skills, balance and spatial awareness, all of which form the foundation for future PE and sport participation. Equipment also encourages exploration, confidence and independence, enabling children to practise and refine physical skills during break and lunch times including planned PE lessons. Investing in resources ensures that physical development is prioritised and exercise is increased. .	Primary Indicator: Key Indicator 1 - The engagement of all children in regular physical activity Secondary Indicator: Key Indicator 4 - Broader experience of a range of sports and activities offered to all children	£2959.97



Aim	Why?	Key Area	Approx cost
To provide essential top up swimming lessons to target children in Years 4 and 5 to ensure they reach the end of year requirements for swimming. In addition, Upskilling of teachers when at the pool supported by fully qualified coaches - team teaching in preparation for further accredited training to deliver swimming lessons.	We aim to provide top-up swimming lessons for children in Years 4 and 5 to ensure they are on track to meet the end of Year 6 national curriculum swimming requirements. Children in Years 4 and 5 require additional time in the water to develop core water-safety skills, swimming confidence, and consistent stroke technique. We aim for all children to meet the swimming requirements. These top-up sessions allow us to: Strengthen water-safety skills — giving children repeated practice in safe self-rescue, floating, and understanding risks around water. Build swimming stamina — enabling children to work towards swimming 25 metres confidently and independently. Close attainment gaps — providing targeted support for children who have had limited prior swimming experience or who need additional instruction to progress. By offering these additional lessons earlier (Years 4 and 5), we can intervene proactively, reduce the number of children requiring intensive support in Year 6, and ensure every child has the opportunity to achieve the required standard.	Key Indicator 1: The engagement of all children in regular physical activity Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport	£898 (£449 CPD) (£449 Top up)

Continuation of subscriptions to support high quality lesson delivery and offer CPD for teaching staff. Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport

The PE Hub - £455 - This is inclusive of online CPD for teachers
Active Maths - £875

Total Yearly Expenditure - £17780 Received

Total Allocation Spent during 2025/2026 - £17813.85



St Augustine of Canterbury Catholic Primary School



Monitoring and Evaluation of PE and Sport Premium 2025/26



Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To raise the profile of daily physical activity across the school by installing a 'Sensory Street' zone inside and outside in the school grounds. Long Corridor installation and outside around the Eco Garden. Available for all classes to use throughout the day.	Designated Zone Creation: Install durable floor and wall graphics in a high-traffic corridor to form a permanent physical movement circuit. Staff CPD and Upskilling: Deliver training to teachers, teaching assistants, and midday supervisors on how to facilitate and prompt correct movement patterns (e.g., jumping, balancing, wall-pushing) Structured Routine Integration: Embed the circuit into daily school transitions and individual children who may have sensory plans to regulate physical energy levels before classroom learning and promote additional exercise. Targeted Group Scheduling: Allocate specific morning and afternoon timeslots for vulnerable or less active cohorts to use the circuit under guided supervision.	Improved Physical Readiness: Targeted children with SEND or sensory needs will be seen utilising the sensory street daily, resulting in a measurable increase in physical readiness to learn. Other children across the school to be seen using the sensory street to increase physical activity during the school day. Enhanced Gross Motor Skills: Feedback will report participating children have demonstrated improved core stability, balance, and spatial awareness. Staff Sustainability: Staff will have reported increased confidence in using physical movement circuits as an effective physical regulation tool, embedding the practice permanently into school routines.	Feedback from staff and children. Observations.
What impact have you seen?	Are the improvements sustainable? How?		Actual cost
Teachers report that children return from the sensory path with better concentration and a higher readiness to learn after a structured physical movement break. Participating children have improved their gross motor skills, including core stability, balance, and spatial awareness. Staff have reported back to an increased confidence in using the resources leading to sensory street becoming a sustainable embedded practise. Some classes have also used the course during the day.	The outdoor Sensory Street is sustained by using high-durability, professional-grade materials which are weather proofed. They are built to withstand environmental wear and high-volume daily foot traffic along the corridor.		£3590 



	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor or (Complete now and monitor)	To purchase and replenish gymnastic matts and vaulting horse.	The new equipment will be integrated into PE lessons to support the teaching of gymnastics skills, enabling children to practise balances, rolls, jumps and vaults with appropriate protection and stability. Staff will be supported to incorporate the updated resources into progressive lesson sequences, ensuring consistent use across year groups via the PE Hub resources. The replenished equipment will also allow for larger group participation, reducing waiting times and increasing active learning time. This implementation ensures that gymnastics provision remains safe, engaging and align	The purchase of new gymnastic mats and a vaulting horse will have had an impact on the quality, safety and effectiveness of PE provision. children are able to participate in gymnastics with greater confidence, supported by equipment that allows them to practise balances, rolls, jumps and vaults safely and progressively. The improved resources will have increased active learning time, reduced waiting times and enabled staff to deliver more active and engaging lessons. As a result, children will demonstrate stronger fundamental movement skills, improved coordination and higher levels of enthusiasm for gymnastics. This investment will have strengthened the profile of PE across the school and ensured that all children have access to high-quality physical activity experiences.	Enhanced lesson quality — Teacher feedback highlights that updated equipment allows for more progressive skill development and a wider range of gymnastics activities.
	What impact have you seen?	Are the improvements sustainable? How?		Cost
Evaluate (Complete in July)	Children have been seen to be more confident and engaged in gymnastics since the new mats and vaulting horse were introduced. Lessons are more active and children are showing clear improvements in movement skills and coordination.	The investment is sustainable because high-quality mats and a durable vaulting horse will be used year after year across all year groups, ensuring long-term value. Staff are confident in using the equipment, meaning it will remain embedded in curriculum delivery rather than becoming under-used. The resources also reduce the need for frequent replacements, supporting a consistent and safe gymnastics provision over time. This ensures ongoing impact on children's movement skills and lesson quality well beyond the initial purchase.		£1503.84





	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 broaden the school's physical activity offer and embed orienteering into the curriculum by regularly using accessible orienteering course. To include parent sessions for each year group. This initiative aims to engage less active children, develop cross-curricular physical literacy (combining navigation with physical movement), and provide an inclusive, active challenge that builds problem-solving, teamwork, and spatial awareness for all abilities.	Digital Hub Integration: Integrate the Enrich School Orienteering Hub platform into termly planning. This will allow teachers to continue to access over 350+ pre-made, physically active lesson plans. And CPD videos for support. Targeted Active Learning: Deliver structured cross-curricular lessons where children navigate the course while solving physical literacy challenges, targeting children who do not participate in traditional competitive sports. Include parent sessions throughout the year. Continued subscription to Enrich Education	Embedding regular use of the orienteering course will lead to noticeably higher engagement, particularly from less active children who respond well to the inclusive, outdoor nature of the course. Children will develop stronger physical literacy through active navigation, showing improvements in spatial awareness, decision-making and movement control. Teachers will report better teamwork and communication during tasks, with children demonstrating increased resilience and confidence when working outdoors.	Parent feedback Pupil Voice Teacher feedback
	What impact have you seen?	Are the improvements sustainable? How?	Cost	
Evaluate (Complete in July)	The introduction of family orienteering sessions has been a positive addition to our parental engagement and driven targeted physical activity. By taking part in collaborative navigation challenges, parents have been included directly in motivating their children. Parent feedback has been positive and teachers also.	The PE Premium funding was used to support our Enrich Hub subscription to utilise the course and support CPD. Furthermore, staff have been fully trained previously to utilize the orienteering software and resource packs independently. This upskilling has and continues to ensure that the family sessions can be replicated annually, and the orienteering courses can be embedded into the weekly core PE curriculum and lunchtime active zones for future cohorts with zero ongoing external costs.	£735	





	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)	Purchase a diverse range of non-traditional activity stations (e.g., target games, agility courses, inclusive team challenges)	We will implement by setting up a range of non-traditional activity stations—such as target games, agility challenges and inclusive team tasks—across Sports Day to encourage inter-sport participation and ensure all children can take part meaningfully. These stations will be organised as rotating activities, allowing mixed-ability groups to engage in a variety of fun, accessible challenges that promote teamwork, movement skills, courage and confidence. The approach ensures that children who may be less engaged in traditional races still have positive, active opportunities to contribute and succeed, helping to create a more inclusive and motivating Sports Day experience.	Using a range of additional non-traditional activity stations on Sports Day will increase participation across all year groups, particularly among children who are less confident in traditional races. The inclusive, varied challenges will have encouraged greater teamwork, enthusiasm and inter-sport engagement, with children actively rotating through activities and trying new skills. Staff will have observed higher levels of enjoyment, improved fundamental movement skills and more positive attitudes towards physical activity, helping to create a Sports Day experience where every child can succeed and contribute.	Pupil Voice feedback Parent feedback from Sports Day in July Feedback from teachers
	What impact have you seen?	Are the improvements sustainable? How?		Cost
Evaluate (Complete in July)	To be completed after Sports Day July 16 th	The investment is sustainable because the non-traditional activity stations—such as target games, agility challenges and inclusive team tasks—can be reused annually for Sports Day as well as integrated into PE lessons, active lunchtimes and enrichment clubs throughout the year. Staff can easily adapt the stations for different ages and abilities, ensuring long-term relevance and continued engagement. Their durable design reduces the need for frequent replacement, and the inclusive nature of the activities supports ongoing inter-sport participation and wider pupil involvement well beyond the initial purchase.		£813.45





	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 enhance physical development by providing high-quality Key Stage 1 resources and equipment that support PE and school sport along with the development of fundamental gross and fine motor skills, movement skills, balance, coordination and increase physical exercise opportunities.	Providing a new range of high-quality Key stage 1 physical development resources specifically scaled to the size and co-ordination levels of children into daily provision, enabling them to explore movement through structured and child initiated activities. These resources will also target and be available children at lunch and break times in order to increase physical activity levels during this time. Staff will use the equipment to create engaging stations that develop fundamental fine and gross movement skills, balance and coordination, ensuring these skills are embedded through physical exercise. Resources will be incorporated into indoor and outdoor shared environments, including access during break and lunch times allowing for an increase in physical exercise whilst developing essential skills.	Children showing stronger fundamental movement skills , better balance and improved coordination. children should become more confident and independent movers, choosing active tasks more often and showing greater readiness for physical exercise and school sport.	Teacher Feedback Pupil Voice Data
	What impact have you seen?	Are the improvements sustainable? How?		Cost
Evaluate (Complete in July)	I have seen children showing noticeably stronger fundamental movement skills, with improved balance, coordination and confidence during play. Levels of physical exercise have increased. children are choosing active tasks more independently and engaging for longer periods, demonstrating greater control in climbing, jumping and object handling.	The investment is sustainable because the high-quality shared resources can be used daily across multiple year groups and reused year after year without needing frequent replacement. They can be integrated for physical exercise and movement indoors and outdoors, ensuring they remain a core part of developing early fundamental movement skills. Their versatility means they support long-term physical development, providing consistent, ongoing impact well beyond the initial purchase.		£2959.97





Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
To provide essential top up swimming lessons to target children in Years 4 and 5 to ensure they reach the end of year requirements for swimming. In addition, Upskilling of teachers when at the pool supported by fully qualified coaches – team teaching in preparation for further accredited training to deliver swimming lessons.	All children in Year 4 and 5 will attend swimming lessons. Targeted children identified and focused on during swimming lessons. Teacher will be given opportunities to attend swimming lessons lead by qualified swimming coaches. Teachers to observe, team teach in support of delivering coaches to develop their skills, knowledge and understanding for future preparation in delivering swimming lessons.	These top-up sessions will allow us to: Strengthen water-safety skills — giving children repeated practice in safe self-rescue, floating, and understanding risks around water. Build swimming stamina — enabling children to work towards swimming 25 metres confidently and independently. Close attainment gaps — providing targeted support for children who have had limited prior swimming experience or who need additional instruction to progress. By offering these additional lessons earlier (Years 4 and 5), we can intervene proactively, reduce the number of children requiring intensive support in Year 6, and ensure every child has the opportunity to achieve the required standard.	Data Teacher feedback Swimming progression
What impact have you seen?	Are the improvements sustainable? How?		Actual cost
Children are more confident to enter the pool. Previous children who required targeting are more confident and are developing their swim techniques, float, strokes. Teachers report children have made progress.	CPD for teachers will provide the foundation first in preparation for training them to achieve the swim England Teacher of School swimming - this is a future way forward to ensure sustainability of swimming and to help work towards children achieving the end of Year 6 objectives for swimming set out.		£898

