



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	89% of pupils in Year 6 (2024/2025 cohort) can swim 25 metres. Data collected from swimming assessment tracker completed by the swimming teacher.	Aiming for the data to be 100%
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	89% of pupils in Year 6 (2024/2025 cohort) can use a range of strokes effectively. Data collected from swimming assessment tracker completed by the swimming teacher.	Aiming for the data to be 100%
3. Perform safe self-rescue in different water-based situations	93% of pupils in Year 6 (2024/25 cohort) can perform safe self-rescue. Data collected from swimming assessment tracker completed by the swimming teacher.	Aiming for the data to be 100%

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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	Sports Premium funding was used to provide high-quality CPD in Tag Rugby, Athletics and Self-Defence. Staff reported increased confidence in planning and delivering lessons following the training, leading to improved quality of teaching across these units. Internal CPD was also delivered by the PE lead and Dan G, including a staff meeting focused on athletics and cricket, sharing practical teaching ideas, differentiation strategies and ways to maximise pupil engagement. Additional training was provided on safe handling in gymnastics and the expectations of an effective PE lesson, ensuring staff were more confident in delivering gymnastics safely and consistently. Lesson observations and staff feedback indicated greater confidence in teaching a wider range of sports and using a broader range of activities within lessons.	While confidence improved in the sports that received CPD, some staff still require further support in teaching areas such as dance, gymnastics and outdoor adventurous activities. Due to staff absence and timetable pressures, not all staff were able to access every training opportunity or receive follow-up coaching. Opportunities for monitoring the long-term impact of CPD through lesson observations and pupil outcomes could be developed further to ensure improvements are sustained.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of extra-curricular clubs were offered throughout the year, including football, netball, rounders, cricket, athletics and pickleball, providing opportunities for pupils of different ages and interests to be active beyond PE lessons. The school continued to invest in the School Games Organiser (SGO) affiliation, enabling pupils to participate in a variety of inter-school competitions and festivals, increasing participation in competitive sport and allowing children to represent the school. Year 6 Play Leaders were trained to lead and support active play during lunchtimes across Key Stage 1 and Key Stage 2, encouraging younger pupils to be more active and promoting leadership skills among older pupils. Whole-school events helped to promote physical activity and community spirit. These included the Santa Dash, where every pupil took part in a run while raising donations for the local food bank, the whole-school Cross Country event, and Sports Day, where Year Leaders organised activities and supported pupils as they rotated through a range of inclusive events. These opportunities ensured that all pupils experienced regular physical activity and celebrated participation as well as achievement.	While a good range of clubs was available, participation across some year groups could be increased further, particularly among less active pupils. Further work is needed to monitor participation rates of different pupil groups (e.g. girls, SEND and disadvantaged pupils) to ensure all children are accessing the opportunities available. Continuing to gather pupil voice will help shape future club provision and ensure activities meet pupils' interests.

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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	PE continues to be a high-profile subject at Oak Lodge and is recognised as an important part of pupils' physical, social and emotional development. All pupils receive two high-quality PE lessons each week , with planning supported through PE Hub , ensuring progression of skills across year groups and a broad, balanced curriculum. Sporting achievements and participation are celebrated regularly in assemblies, recognising both individual and team success and encouraging wider participation. Whole-school events, including Sports Day , Santa Dash and Whole School Cross Country , have promoted physical activity and school spirit. The school was awarded the Platinum School Games Mark , recognising the commitment to providing high-quality PE, school sport and competition opportunities. PE continues to contribute positively to pupils' wellbeing, resilience, teamwork and leadership opportunities across the school.	Although PE has a high profile within school, there are opportunities to further promote pupils' sporting achievements through newsletters, social media and the school website. Greater pupil voice could also be used to inform future sporting opportunities and further increase engagement.
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	Pupils experienced a wide variety of sports throughout the curriculum, with PE Hub providing a progressive programme that develops fundamental movement skills before introducing a broad range of sports across Key Stages 1 and 2. Extra-curricular clubs included football, netball, rounders, cricket, athletics and pickleball , providing opportunities for pupils with different interests. Clubs were offered free of charge , helping to remove financial barriers to participation, with Pupil Premium pupils offered priority places where appropriate to encourage engagement. Activities were open to both boys and girls, and the curriculum ensured all pupils accessed a broad range of physical activities regardless of gender or ability.	While a broad range of sports was offered, there are opportunities to introduce additional activities that may appeal to pupils who are less engaged in traditional team sports. Monitoring participation by different groups (girls, boys, SEND and disadvantaged pupils) could be strengthened to ensure equitable access and identify any gaps in participation.
5. Increasing participation in competitive sport	Oak Lodge continued to participate in a wide range of inter-school competitions through its membership with the School Games Organiser (SGO) , giving pupils opportunities to represent the school in competitive sport. The school also hosted its own Cross Country Competition , with pupils competing in age and gender categories, alongside a Whole School House Sports Day event, ensuring every child experienced competition in an inclusive environment. Competitive sport is celebrated during assemblies, helping to raise aspirations and encourage wider participation. The school's commitment to competition and inclusive sport was recognised through the award of the Platinum School Games Mark .	Although participation in competitions remained strong, there is scope to increase the number of inter-school competitions entered throughout the year, allowing more pupils to experience competitive sport. Developing additional fixtures with local schools would further increase participation opportunities and provide more children with the chance to represent Oak Lodge.

Aims for the next academic year (2025/2026)



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Swimming and Water Safety	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	74% of pupils in Year 6 (2025/2026 cohort) can swim 25 metres. Data collected from swimming assessment tracker completed by the swimming teacher.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	91% of pupils in Year 6 (2025/2026 cohort) can use a range of strokes effectively. Data collected from swimming assessment tracker completed by the swimming teacher.	
3. Perform safe self-rescue in different water-based situations	94% of pupils in Year 6 (2025/26 cohort) can perform safe self-rescue. Data collected from swimming assessment tracker completed by the swimming teacher.	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Expand CPD to include Dance, Gymnastics and Tennis.	To further improve staff confidence, subject knowledge and the quality of PE teaching, ensuring all pupils receive high-quality instruction across a wider range of activities.	Key Indicator 1: Increasing the confidence, knowledge and skills of all staff in teaching PE and sport.	Staff CPD in Tag Rugby, Athletics and Self-Defence during 2024/25 resulted in increased teacher confidence and improved lesson delivery. Internal training in athletics, cricket and gymnastics also had a positive impact. Expanding CPD into Dance, Gymnastics and Tennis will strengthen staff expertise and further enhance curriculum delivery.
Explore partnerships with specialist providers to support skill progression in targeted sports.	To broaden pupils' experiences, provide specialist coaching and ensure progression in sports where additional expertise would benefit both pupils and staff.	Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Oak Lodge already offers a broad curriculum using PE Hub alongside a range of extracurricular clubs. Working with specialist coaches will enrich provision, provide role models for pupils and support staff development while introducing new skills and activities.
Continue to promote inclusivity and high participation across all demographics.	To ensure every pupil, regardless of gender, SEND, ability or disadvantage, has equal opportunities to participate in PE, clubs and competitions and to maintain high levels of physical activity across the school.	Key Indicators 2 & 4: Increasing engagement in regular physical activity and ensuring equal access to sport.	Free extracurricular clubs are offered throughout the year, with priority places for Pupil Premium pupils. Year 6 Play Leaders promote active lunchtimes, and whole-school events such as Sports Day, Santa Dash and Cross Country ensure all pupils participate. Future monitoring of participation by pupil groups will help ensure opportunities remain inclusive.
Increase intra-school competitive opportunities within school houses or year groups.	To provide more pupils with regular opportunities to experience competition, develop resilience, teamwork and sportsmanship, and prepare pupils for inter-school events.	Key Indicator 5: Increasing participation in competitive sport.	Oak Lodge achieved the Platinum School Games Mark and participates in a range of School Games competitions. Whole-school House Cross Country and Sports Day provide inclusive competitive opportunities. Increasing the number of house and year-group competitions throughout the year will enable more pupils to experience competitive sport and develop confidence before representing the school externally.

Your objective: 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	Increase the daily physical activity levels of all pupils at Oak Lodge by embedding opportunities for movement throughout the school day, promoting active lifestyles, and ensuring all pupils, regardless of ability, have access to engaging physical activity.	• Introduce daily active movement breaks in classrooms. • Develop a lunchtime activity programme led by staff and Sports Leaders. • Increase participation in active clubs before and after school. • Purchase inclusive playground equipment to encourage active play. • Promote active travel initiatives where appropriate. • Deliver targeted interventions for less active pupils. • Celebrate participation through assemblies, displays and reward systems. • Continue to provide high-quality PE lessons that maximise active learning time.	• Increased physical activity across the school day. • Higher engagement in PE, clubs and active play. • Improved physical fitness, confidence and wellbeing. • Reduced inactivity among targeted pupils. • Improved behaviour, concentration and readiness to learn. • Increased pupil enjoyment of physical activity.	• Club registers. • Lunchtime participation records. • Pupil voice questionnaires. • Staff observations. • PE assessment data. • Behaviour and attendance data where appropriate. • Photographs, newsletters and social media updates. • Active Schools monitoring records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Increased numbers of pupils regularly participating in physical activity throughout the school day. Improved engagement during PE lessons and lunchtimes, with pupils demonstrating greater confidence, teamwork and resilience. Targeted pupils have shown improved willingness to take part in physical activity and staff report improved focus in lessons following active breaks.	Staff have received training and resources to continue delivering active classrooms independently. Playground equipment has been purchased for long-term use. Sports Leaders and lunchtime supervisors will continue to lead activities. Physical activity has become embedded within the school timetable and school development priorities, ensuring sustainability beyond this funding period.	• Pupil and staff surveys. • Registers for clubs and interventions. • Learning walks. • PE lesson observations. • Assessment data. • Photographic evidence. • Case studies of targeted pupils. • School Games participation records.	• Playground equipment – £819.98 (basketball hoops) • Active play resources – £217.93 • Staff CPD – £500

Your objective: Develop competition



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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 opportunities for all pupils to participate in competitive sport by developing a programme of inclusive intra-school and inter-school competitions that promote teamwork, resilience, confidence and enjoyment, while ensuring pupils of all abilities have opportunities to experience success.	• Enter pupils into School Games competitions appropriate to their needs. • Organise termly intra-school competitions and Sports Day events. • Provide opportunities for personal challenge and adapted competition for pupils with SEND. • Establish lunchtime and after-school clubs that prepare pupils for competition. • Develop Sports Leaders to support the organisation and officiating of events. • Build partnerships with local schools and sports clubs to increase competitive opportunities. • Ensure transport and staffing are available to enable participation in external events. • Celebrate achievements through assemblies, newsletters and social media.	• Increased participation in competitive sport across all year groups. • Greater confidence, resilience and teamwork demonstrated by pupils. • More pupils representing Oak Lodge in School Games and local competitions. • Increased engagement from pupils who are less active or less confident. • Improved sporting behaviours, leadership and sportsmanship. • A positive culture where competition is inclusive and enjoyable for everyone.	• Competition registers and participation data. • School Games records and event results. • Photographs and newsletters. • Pupil voice surveys. • Sports Leader records. • Staff observations. • Certificates, medals and celebration assemblies. • Social media and website updates.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Participation in competitive opportunities has increased across the school, with more pupils representing Oak Lodge in both intra- and inter-school events. Pupils demonstrate improved confidence, resilience and teamwork, and many who were previously reluctant to compete now participate willingly. Staff have reported improved engagement and enthusiasm towards PE and competitive sport.	Competition has become embedded within the school's annual PE calendar. Strong links with the local School Games Organiser and partner schools will continue to provide regular opportunities. Staff are confident in organising events, while Sports Leaders support the delivery of competitions. Equipment and resources purchased this year will continue to be used, ensuring ongoing opportunities for future cohorts.	• School Games participation records. • Fixture lists and competition results. • Club registers. • Pupil and staff questionnaires. • Photographic evidence. • Sports Leader evaluations. • Celebration displays and newsletters.	• Competition entry fees – £1,184 • Transport to events – £1,260.17 • Supply cover/staffing – £2,500 • Medals, trophies and certificates – £100

Your objective: 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	Develop the confidence, knowledge and skills of all staff to deliver high-quality PE and physical activity opportunities through targeted CPD, specialist coaching and practical training. Strengthen lunchtime provision by equipping midday supervisors with strategies to deliver engaging activities and positively manage behaviour through active play.	• Use specialist coaches to deliver high-quality sessions in tennis, cheerleading and dance, alongside staff, to model effective teaching and build staff confidence. • Deliver PE-focused CPD during staff meetings on areas identified through monitoring and staff voice (e.g. inclusive PE, assessment, adaptive teaching and active learning). • Provide practical training for midday supervisors on organising playground games, promoting inclusion and using physical activity to support positive behaviour. • Share planning, resources and good practice across staff. • Monitor PE delivery through lesson observations, learning walks and staff feedback to identify further CPD needs.	• Increased staff confidence and competence in delivering high-quality PE lessons. • Greater consistency in PE teaching across the school. • Improved pupil engagement, behaviour and participation during lessons and lunchtimes. • Midday supervisors confidently leading active playground activities and managing behaviour proactively. • A wider range of physical activities available to pupils throughout the school day.	• CPD attendance records. • Staff questionnaires before and after training. • Lesson observations and learning walks. • Coach feedback and mentoring notes. • Midday supervisor training records. • Playground observations. • PE planning and assessment documentation. • Photographs and newsletters showcasing activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff have increased their confidence in delivering PE following support from specialist coaches in tennis, cheerleading and dance. Teachers have introduced new activities and teaching strategies into their own lessons, resulting in a broader and more engaging PE curriculum. Pupils have responded positively to the wider curriculum offer, demonstrating increased participation, enthusiasm and confidence in PE. Training for midday supervisors was identified as a priority but was not delivered during this funding period due to time and staffing constraints. This will remain a key development area for 2026/27.	Staff now have access to shared planning, resources and practical ideas that can be used in future years. Knowledge gained from specialist coaching has been embedded into curriculum delivery and will continue through ongoing PE-focused staff meeting CPD. Training for midday supervisors will be incorporated into next year's professional development programme to improve the quality of active lunchtime provision and behaviour management. PE leadership will continue to monitor staff confidence and identify future CPD priorities to ensure continuous improvement.	• Staff confidence surveys. • CPD evaluations. • Playground monitoring records. • Behaviour logs (lunchtime incidents). • Pupil voice surveys. • Coach reports. • PE monitoring documentation.	• Specialist coaching (tennis, cheerleading and dance) – FREE • Playground activity equipment/resources – £1,000