

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

Commissioned by



Department
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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	Increasing number of pupils more confident in the pool by the end of Y6. Increased number of pupils swimming 25 metres as a result of top up swimming.	More pupils need to meet the required standard by the end of Y6. Competence and confidence over 25m to be improved.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Some pupils managed to use a range of strokes and this is improving slowly.	Teaching in the pool is still dealing with simple water safety and front crawl development. Little time spent on other strokes.
3. Perform safe self-rescue in different water-based situations	Some 'higher ability' pupils are improving their floating skills to enable them to tread water or float for longer periods.	Pupils who cannot yet swim 10-25 metres are only able to float for a very short period or not at all.

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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	Staff continued to develop their own subject knowledge through team teaching with specialist teachers and coaches from Bishop Challoner Secondary School and Aston Villa FC. 100% of staff reported that their team teaching was supportive and increased their subject knowledge Development of planning to enable future teaching of OOA. Revamp of school mapping for control points.	Some staff turnover meant certain teachers received less support than originally planned. This needs to be provided by the PE team next year, to ensure equity. Next year, teachers need to take greater control of the teaching programme by taking teaching whole class teaching on board earlier in their 6-week CPD programme.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Continued use of PE lessons, extra curricular activity and out of hours opportunities. Enhanced use of the school as a community hub, linking with the SGO and NGBs, including Athletics. 10% increase in the number of clubs run and participation rates, excellent in a school of this size.	Further increase extra curricular opportunities and link to our sustainability programme. Continue to broaden the range of opportunities for our pupils to inspire and engage.

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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	Greater celebration of pupil achievement through regular rewards assemblies, alongside newsletter and tweets. Leadership in sport and physical activity now part of the whole school approach to personal development. Improved opportunities for SEND pupils through our link with Warwickshire CCC	OFSTED reported on the role of PE and School Sport in enhancing the provision of the school in terms of personal development and tackling inequalities. Further develop leadership and a vehicle of pupil improvement. Pupils now attending table cricket and SEND cricket clubs.
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	Improved offer in School Games and extra-curricular for SEND, girls and FSM. New clubs developed. New events attended for SEND and vulnerable pupils. New leadership opportunities. Youth voice	Enhance the offer for pupils by at least two new activities/sports. Increase out of hours opportunities for SEND pupils further.
5. Increasing participation in competitive sport	Improved level of involvement in superhero tri. Development of a School Games mini hub at Clifton and Small Heath Leadership Academy. Dance, Netball, Football, Girls football, Hockey, Golf all additional events attended. Increased girls participation through AVFC programme.	Although not our priority, pupils have expressed an interest in winning events, so we will enhance the opportunities for competition – youth voice.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 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*

<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	Further 10% increase in pupils swimming 25 metres.	We need to look at ways of encouraging families to swim to develop water confidence. My observations of swimming lessons showed that a large number of pupils who couldn't swim 25 metres, were able to swim approx. 10 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Observations showed that a greater proportion of higher performing pupils are using more than one stroke confidently are being encouraged to do so.	Pupils still need to be exposed to a range of strokes, but we must prioritise water safety and swimming using their most comfortable stroke a satisfactory distance.
3. Perform safe self-rescue in different water-based situations	Improved level of self-rescue evident in lessons, but only with those already swimming 10-25 metres.	Some pupils clearly demonstrated floating and threading water.



	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 further develop leadership opportunities in a range of Health and Wellbeing roles to ensure personal development and that pupils are assisted in their physical activity when at school. (Objective 3)	Deliver leadership training to identified pupils. Provide a range of roles for pupils, encouraging pupil voice through an application process. Produce a timetable for leadership and encourage.	Pupils provided with suitable roles to support their personal development and provide opportunities for others to be physically active.	OCT 25: Y5 leaders trained, others in supporting roles, such as PSCOs to monitor active travel. DEC 25: School council discussing sporting events and active 30 in playground.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Sports leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Break times are more active with children having fun. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	The process can be repeated next year at a low cost and the programme is now seen as a key part of the school's safeguarding strategy, linked to PSHE and personal development. Leadership training in house if sports premium doesn't allow for it next year.	Timetable of leadership roles, database of leaders. Sports Day timetable with leaders allocated. Full personal development database with roles linked to areas of the personal development curriculum. Leaders from the last two years have strongly suggested that they should carry on when in Y6.	£500 Leadership training and resources (usable next year.)



	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)	Increase the opportunity to play competitive sport, to respond to pupil voice. (Objective 2 and 5) Upper KS 2 pupils have voiced their desire to take part in leagues, with a competition structure.	Enter relevant local leagues in football (pupil voice) and develop additional School Games events with the SGO to facilitate other competitive opportunities in Y5/6. Develop G and T talent ID events with local clubs and providers.	Increased number of pupils taking part in more competitive matches and leagues. Pupils achievement celebrated online, with families and in school.	Newsletters, calendars, SGO calendar, league results, online.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A 20-30 % rise in the number of events entered where there is a specific competitive element, e.g. a league. A 40% increase in the number of pupils taking part in competitive events.	Local leagues will be low cost. Further increase leagues and events run at the school, for schools within walking distance. Liaise with the SGO and new partners to provide more competitive opportunities in the future.	Calendars. League tables – Clifton top of both local league football tables. Girls team taking part in the first ever Greet Girls League. Several players scouted for local teams.	£1000.

Your objective:



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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 (Complete now and monitor)	Increase the number of sporting opportunities for all, tackling local inequalities and increasing girls participation further. (Objective 4)	Increase the range of sports delivered through the curriculum and during events and extra curricular activity. Ensure parity of girls and boys participation across extra curricular and School Games events between girls and boys.	More opportunity for all pupils to take part in sport and physical activity, and to ensure equal access to sport for boys and girls, <i>including increasing participation in competitive sport.</i> <i>Raised club participation in non-traditional sports.</i> New sports in clubs, tackling inequalities and improving physical literacy.	Club timetable and registers. Calendar of events. Pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New club - Scooting Club delivered to selected Y4 pupils to tackle active travel and 30 active minutes Larger number of female only events in upper KS2 as part of the Aston Villa buy in and School Games.	Many opportunities are within school and could be provided more cheaply using school staff and local business support. Localised School Games and competition offer.	Pupil feedback from new clubs and events overwhelmingly positive. 100% attendance at scooting club from pupils with otherwise less than 100% attendance at school. School Games calendar reflects a slight increase in female participation overall, with Clifton girls participation much higher.	£3000

This page has been left blank for any notes or supporting information.

- Please see the school website for more information, including social media posts, club calendars, competitive fixtures news.
- Top-up swimming provided by Birmingham University instructors during the summer term.
- The SGO is situated at the Clifton hubsite.
- Sports Day completely revamped to allow more balanced competition, opportunity and leadership involvement.