



# PE and Sport Premium

## Oak Green School

Monitoring and Tracking  
Form *2025/2026*



**Commissioned by**



Department  
for Education

Created by M Timberlake PE Lead



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# PE and sport premium monitoring and tracking form



- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

## Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

# Review of the last academic year (2024/2025)



- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

*Remember - Be clear about how you focussed spending on key groups such as SEND, girls and disadvantaged pupils.*

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>63.73% of Year 6 July 2025</p> <p>Funding was used to provide children showing potential to achieve the end of year expectations for swimming. Of the 29 children invited, 19 of these could swim 25 metres.</p>	<p>Of the children in year 6, 33 didn't meet the end of year expectations, with 19 remaining as non-swimmers. Despite many of the children being provided with 3 terms of swimming across 2 years, they struggled to swim unaided.</p>
<p><b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>67.03% of Year 6 July 2025</p> <p>66 of 92 swimmers were capable of swimming 10 or more metres using front and back strokes.</p>	<p>Breast stroke was only proficient to those who spent at least a half term capable of swimming 25 metres. Therefore, this was only achieved by a 21 swimming across a distance of 5 metres or more.</p>
<p><b>3.</b> Perform safe self-rescue in different water-based situations</p>	<p>90.10% of Year 6 July 2025</p> <p>All children are taught how to carry out self-rescue during swimming pool lessons.</p>	<p>Not all children could evidence this due to factors like SEND, poor attendance or late school admissions.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p><b>Swimming Qualifications</b> – groups are well supported, with the recommended ratio of qualified staff as per county guidance. Staff support or lead small swimming groups, led to best swimming results since pre-covid (63.73% Y6 able to achieve 25m – which is above National Standard for schools within deprived areas which is 45% - <a href="#">Swim England Report</a>.</p> <p><b>Basketball (Slam Jam) CPD</b> – has resulted in fully subscribed extra-curricular club for KS2, where children received basketball equipment they could keep, including a basketball to encourage active behaviours at home or in the local community.</p> <p><b>EY Motor Screening Programme CPD</b> - has allowed the school to assess motor competency using a baseline assessment tool, run short, school-based interventions (15-minute sessions) to improve coordination, balance, proprioception, and agility. Help children overcome primitive reflexes for better movement and engagement in PE and physical activities.</p>	<p><b>Swimming</b> – staff trained unfortunately have since left the school, so new staff have to be trained for academic year 2025/26.</p> <p><b>EY screening programme</b> – timetabling constraints provided challenges to enabling interventions. Priority interventions were carried out for those flagged as high need.</p>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p><b>New sport specific equipment</b> – to best utilise the school’s new MUGA facility equipment was purchased for the roll out of new to the school sports. These included hockey, pickleball, volleyball and basketball. This allowed the school to deliver these sports within lessons, school clubs and during enrichment days.</p> <p><b>Drumba (dance and fitness)</b> – whole school and community initiative was launched to improve the dance and fitness offering at Oak Green. All years from reception to year 6 engaged in the new curriculum offering during PE lessons, the school launched two new clubs and we had also provided two community adults clubs. Drumba was also utilised for regulation and interventions for SEND pupils.</p>	<p><b>Drumba</b> – due to cover constraints, the school wasn’t able to accommodate training for all of the staff interested.</p>

<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p><b>Extra-curricular subsidy</b> – All external extra-curricular club offerings where offered to parents at a greatly discounted rate (compared to the rates they charge at other schools). This has increased affordability for many parents and these clubs are often at capacity, especially street dance and cheerleading offerings.</p>	<p><b>Offerings and school space</b> – the school utilises the space it has available, however, number of clubs have to be limited to allow for orderly and safe dismissal of children at the end of club times.</p>
<p><b>4.</b> 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</p>	<p><b>Y6 top-up training</b> – 30 children from Y6 were identified as swimmers with opportunities to meet end of primary swimming expectations. Of those attending 22 of children met expected standards, with all 30 children making progress.</p> <p><b>Local hockey club KS2 enrichment days</b> – All of KS2 received coaching from qualified local hockey coaches to showcase hockey and provide the children with information regarding opportunities within their community.</p> <p><b>Y6 enrichment week</b> – during residential week, those unable to go on the school trip, were provided with school based activities. They had access to archery, orienteering, zorbing, team building games as well as traditional sports.</p>	<p><b>Y6 top-up training</b> – due to low staff numbers, we were not able to provide Y6 top-ups for all swimmers. Therefore 33% of Y6 didn't achieve the end of primary school swimming expectations.</p> <p><b>Local hockey club</b> – due to barriers, such as financial, timings and transportation, there were only 3 children from the whole of KS2 that attended the Aylesbury hockey club training out of school hours. However, the hockey clubs run at Oak Green after school, were at full capacity.</p>
<p><b>5.</b> Increasing participation in competitive sport</p>	<p><b>Membership of School Sports Partnerships</b> – allowed for an increase from previous year's competition offering, including additional opportunities like SEND table cricket, hockey and climbing.</p>	<p><b>Transportation costs</b> – increases in transportation cost and events that weren't within walking distance, meant that some events like KS1 and LKS2 events were too expensive to attend last academic year.</p>

# Aims for the next academic year (2025/2026)

£19,686



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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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

# Aims for the next academic year (2025/2026)

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Aim	Why?	Key area	Supporting evidence
Raise the health and wellbeing of children through Drumba partnership.	Sports England Active Lives Survey identified that only 28% (of pupils surveyed) took part in moderate to vigorous activity for 60+ minutes a day.	Increasing engagement of all pupils in regular physical activity and sporting activities	
Continue to provide subsidised places for children on PPG and low incomes to access sports clubs.	Families within our community have limited disposable income and many children don't attend sports or physically active clubs outside of school hours.	Increasing engagement of all pupils in regular physical activity and sporting activities	
Provide opportunities for children to take part in and compete in school sport.	Pupils at Oak Green have benefited from experiences of participating in school sport, it provides benefits such as teamworking, communication, resilience, problem solving and more.	Increasing participation in competitive sport.	
Further develop our extra-curricular offering. For KS1 and LKS2. With more varied range of activities/sports to attract and encourage greater participation from less active pupils. Subsidised places to remain.	Sports England Active Lives Survey identified that only 28% (of pupils surveyed) took part in moderate to vigorous activity for 60+ minutes a day, develop an offering that increases participation across KS1 and LKS2 with some engaging clubs.	Increasing participation in extra-curricular offerings and support pupils getting more active minutes daily.	
Early intervention – many of the children in EYFS have seriously underdeveloped gross competencies – keep interventions Early Intervention -many of the children in EYFS have seriously underdeveloped gross	Further Training of staff on the AFPE Early Years screening to further embed the screening programme across EYFS and offer more opportunities for Interventions to take place.	Increase opportunities to offer support to EYFS pupils with underdeveloped gross competences.	

competences – keep interventions happening.			
Y5/6 top-up swimming lessons during the summer term for those more likely to obtain the end of year expectation.	To help our pupils that we unable to obtain the expected swimming objectives, to have further swimming lessons and input to reach that expected level.	Increase the number of pupils across KS2 who have met the expected level of school swimming.	
Investment in school playground spaces to encourage more movement – either through training, equipment or personelle e.g. OPAL	Trying to maximise the opportunity for those Active 60, using the playgroround, lunch and break times to help create and more active approach. Building a more active community in school.	Increase participation in 60 active minutes.	

# Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing 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*

# Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b>	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000  CPD for staff - £500  OPAL - £8000

## 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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
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<b>Evaluate</b>				

## Your Objective:



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	<b>Intent – what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
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## Your Objective:



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Evaluate				

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