



St. Mary's Catholic Primary School

P.E. and Sport Premium Monitoring
and Tracking Document

Academic Year 2025-2026



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



Commissioned by



Department
for Education

Created by



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Review of the last academic year (2024/2025)



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- 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 focused 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?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	87% of Year 6 children met this expectation.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% of Year 6 children met this expectation.	
3. Perform safe self-rescue in different water-based situations	100% of children in Key Stage 2 met this objective as part of the swimming teaching programme.	

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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 <u>CPD</u> - Utilise Phil Lines and Love Ballet to support and develop teachers' skills and confidence in delivering P.E. and sport. (Key indicator 1) Impact: - Coaches and teachers are more confident in their delivery of P.E. - Children are getting high quality teaching.	- In discussions with teachers, they explained the benefits the coaching had on their skills. - Pupil Voice: 85% of children said that they enjoyed P.E. lessons. - Pupil Voice: 68% of children said that they enjoy Love Ballet sessions.	

• Sign up to Primary P.E. planning tool to support teachers and coaches with the delivery of P.E. (Key indicator 1) Impact: • Coaches and teachers are more confident in their delivery of P.E. • Children are getting high quality teaching.	• In discussions with teachers and coaches, they explained that they liked the videos and resources on the planning tool as they helped them understand how to teach the skills required and were easy to follow. • Pupil Voice: 62% of children said they would change nothing about the P.E. lessons (the other 38% just wanted more of one sport (i.e. football) or another).	
• Employ trained swimming coaches to deliver high quality swimming lessons. (Key indicator 1) Impact: • Teachers are more confident in their delivery of coaching. • More children meet the National Curriculum expectations for swimming.	• Teachers explained that they had gained in confidence from working with the coaches and seeing the different techniques and strategies they used to teach different strokes and develop the children's confidence. • 87% of children performed safe self-rescue in different water-based situations; swam competently, confidently and proficiently over a distance of at least 25 metres; used a range of strokes effectively, for	

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	example, front crawl, backstroke and breaststroke.	
• Access training from the B.G.N. partnership (Key indicator 1) Impact: • Coaches and teachers are more confident in their delivery of P.E.	• P.E. Coordinator attended training from the B.G.N. partnership and used this to inform their action plan and delivery of P.E. E.g., training on the T1 rugby format was delivered by School Sport Coordinator and this was used by P.E. Coordinator to deliver T1 rugby at the school Coronation Cup event.	

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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?
2. Increasing engagement of all pupils in regular physical activity and sporting activities Arrange new extra-curricular clubs for children before and after school through the use of an external provider and other local clubs. (Key indicators 2 & 4) Impact: Children have experience of a new sport, led by a professional community club linked coach.	• Trials of 'Aston Villa' football/games coaching sessions were trialed at lunchtimes in view of starting these in September 2024 • Aston Villa delivered a coaching session for children in Key Stage 2.	

- Organise 'inclusive' sports mornings or days, using the new equipment to encourage less active children to engage in sporting activity. (Key indicators 2, 3, 4) Impact: SEN or less active children will get to experience new inclusive sports in an environment where they not have to compete and feel safe and relaxed.	- Inclusive Sport Morning trial was held (led by staff and Year 5/6 Leaders) so all children in Key Stage 2 experienced archery, boccia, new age curling and fending. - Inclusive Sports Morning was held for SEN children from St. Mary's and another local primary school. - Less active children were selected to go to a 'Clip and Climb' climbing session in Bicester. - Pupil voice: Out of the their 3 favourite sporting activities in the academic year 28% of children chose archery, fencing, Bocca and Kurling.	

Review of the last academic year (2024/2025)



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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 • Purchase further sets of sports kit so there are enough for all Key Stage 2 children when attending events. (Key Indicator 3) Impact: • Children will be inspired and encouraged to take part in sporting competitions. • Children will feel part of a team/community. • Profile of the school will be raised due to the new kit.	• New kit purchased and used at Inter-school competitions and festivals at B.G.N. • Team-shots of the children wearing the kit were shared with parents via newsletter or social media. • Children were excited to get the kit and be part of a team representing the school.	



Review of the last academic year (2024/2025)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
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 - Look at local sports club programs and links to give the children more opportunity to take part in a wide range of sports. (Key indicators 2 & 4) Impact: Children will be inspired and encouraged to take part in sport. Children will experience a broader range of sporting activities. Less active children will be	- Links established with Aston Villa and trial lunchtime sessions held. - Aston Villa ran a coaching morning in school for children in Key Stage 2; some were invited to train at Aston Villa with the appropriate age group. - Youth Activators were booked to come and deliver P.E. and sport to Key Stage 1 children and to run a lunchtime club. - Chance 2 Shine cricket coach from Oxfordshire Cricket lead cricket sessions for children in KS2 and led an assembly. - Northampton Saints workshops	



encouraged to take part.	booked and run for children in Key Stage 2 with a focus on healthy eating and tag-rugby. Pupil voice: 90% of children said that they enjoyed the Saints sessions.	
5. Increasing participation in competitive sport - Allocate time for the 'Coronation Cup' tag-rugby event so it can be run again as an annual fixture in the school timetable. (Key indicators 2, 3, 4, 5) Impact: Parents will be more involved and engaged in sport as they are invited to attend and watch the events.	- Coronation Cup held and parents invited. - Pupil Voice: 82% of children said that they enjoyed the inter-house competitions run in school.	



• Children get to take part in competitive events.		
• Fund transport to B.G.N. events Impact: • More groups of children will be able to access events. • Children will be inspired and encouraged to take part in sport. • Children will experience a broader range of sporting activities. • Increased participation in competitive sport. • Opportunities for SEN and gender specific competitions. Aims for the next academic year (2025/2026)	• Coaches were used to transport children to all of the B.G.N. events. • Every child in Key Stage 2 experienced sporting events at B.G.N. • Every child in Key Stage 1 experienced a sporting event at B.G.N. Specific competitions were held for girls and SEN pupils.	

Plan, monitor and evaluate (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	80% of children in Year 6 can swim competently, confidently and proficiently over a distance of at least 25 metres	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% of children in Year 6 can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	80% of children in Year 6 can perform safe self-rescue in different water-based situations Add text here	Add text here

Plan, monitor and evaluate (2025/2026)

	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)	<u>CPD</u> Utilise Phil Lines and Love Ballet to support and develop teachers' skills and confidence in delivering P.E. and sport. (Key indicator 1)	Use funding to employ Phil Lines to lead P.E. sessions. Use funding to employ Love Ballet to lead dance sessions on a Friday afternoon for one half an hour slot with each class.	Coaches and teachers are more confident in their delivery of P.E. Children are getting high quality teaching.	- Professional dialogues with staff about their teaching of P.E. - Pupil voice about P.E. lessons
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Coaches and teachers are more confident in their delivery of P.E. Children are getting high quality teaching.	Funding to continue for Academic Year 2026-2027. Phil Lines to teach Key Stage 1 P.E. lessons. Premier Active to lead Key Stage 2 sessions. Love Ballet funding for lessons to continue.	- In discussions with teachers, they explained the benefits the coaching had on their skills. Pupil Voice: I enjoy P.E. lessons. Years 1/2: 100% of children in Years 1/2 agreed or strongly agreed with this statement. Year 3/4: 82% of children in Years 3/4 agreed or	£4485.00

			<i>strongly agreed with this statement.</i> • Years 5/6: 100% of children in Years 5/6 agreed or strongly agreed with this statement. • Pupil Voice: I enjoy Love Ballet sessions: • Years 1/2: 44% agreed with this statement, 44% were neutral and 12% disagreed. • Years 3/4: 74% strongly agreed or agreed with the statement. • Year 5/3: 38% strongly agree or agreed	
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Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
	Sign up to Primary P.E. planning tool to support teachers and coaches with the delivery of P.E. (Key indicator 1)	Purchase Primary P.E. Planning tool for Phil to use when teaching Key Stage 1 P.E. in 2026-2027 academic year. Phil to use planning to deliver lessons.	Coaches and teachers are more confident in their delivery of P.E. Children are getting high quality teaching.	- Professional dialogues with staff about their teaching of P.E. - Pupil voice about P.E. lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Coaches and teachers are more confident in their delivery of P.E. Children are getting high quality teaching.	Funding to be allocated to enable purchase of planning tool in September. Teachers more upskilled and can build on previous years' experience.	- In discussions with teachers and coaches, they explained that they liked the videos and resources on the planning tool as they helped them understand how to teach the skills required and were easy to follow. Pupil Voice: I enjoy P.E. lessons. Years 1/2: 100% of children in Years 1/2	£445.00



			<i>agreed or strongly agreed with this statement.</i> • Year 3/4: 82% of children in Years 3/4 agreed or strongly agreed with this statement. • Years 5/6: 100% of children in Years 5/6 agreed or strongly agreed with this statement.	
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Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
	Employ trained swimming coaches to deliver high quality swimming lessons. (Key indicator 1)	Allocate funding for provision of swimming coaches for academic Year 2025-2026. Swimming teachers to be leading sessions and to upskill staff. Taking children from Years 3-6 to focus on building skills early and then more chance of children being able to meet swimming standards.	Teachers are more confident in their delivery of coaching. More children meet the National Curriculum expectations for swimming.	Professional dialogues with staff about their teaching of P.E.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Teachers are more confident in their delivery of coaching. More children meet the National Curriculum expectations for swimming.	Funding to be allocated to enable provision of swimming teachers for lessons. Teachers more upskilled and can build on previous years' experience. Children in Year 3-5 will be more upskilled so stand a better chance of meeting the school swimming standards by the end of Key Stage 2.	- Teachers explained that they had gained in confidence from working with the coaches and seeing the different techniques and strategies they used to teach different strokes and develop the children's confidence. 80% of children performed safe self-rescue in different water-based situations; swam competently, confidently and proficiently over a distance of at least 25	£850.50



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			metres; used a range of strokes effectively, for example, front crawl, backstroke and breaststroke.	
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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)	Purchase additional resources and equipment to improve the delivery of a range of physical activity and sport which the school provides. (Key indicators 1 & 3)	Look at the range of sports we currently offer and talk to School Council to identify possible other sports the children are interested in. Purchase new equipment and implement use through inter-house competitions, sports day and P.E. lessons.	- Children have experience of a wider range of inter-house events and P.E. lessons. - All Key Stage 2 children have had the experience of a wider range of sports. - Children have had more opportunities to take part in a range of sporting activities.	- Record/evidence of inter-house competitions and other inter-school events. - Pupil voice on sports offered in school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have experience of a wider range of inter-house events and P.E. lessons. All Key Stage 2 children have had the experience of a wider range of sports.	Review impact of resources at the end of the academic year, Carry out survey and meet with School Council to get student views on the different sports we can provide and are available. Allocate funding for academic year 2026-2027 for new resources.	- Equipment was purchased to top up existing levels of P.E. equipment or expand on the equipment the school already had. - E.g., A new Cross bow set was purchased to be used in class sessions and in Sports Day.	£2000



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| | | | <ul style="list-style-type: none">• Replacement/spare parts were purchased to repair newer equipment (i.e., nocks for archery arrows)• Inter house competitions were held in: T1 rugby; Cross country; football and cricket.• Pupil Voice: 'I enjoyed the inter-house competitions' -• 56% of the children in KS2 agreed or strongly agreed with this statement; only 8% said that they disagreed or strongly disagreed. | |
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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)	Arrange new extra-curricular clubs for children before and after school through the use of an external provider and other local clubs. (Key indicators 2 & 4)	Research different providers of sports and local clubs and how they can support us in school with extra-curricular activities. Book different clubs to give children different opportunities after school.	Children have experience of a new sport, led by a professional community club linked coach.	Record of extra-curricular P.E. clubs kept.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- Children have experience of a new sport, led by a professional community club linked coach. - Children have enjoyed events.	Look at funding available for next academic year and allocate funds for clubs again.	- Following clubs offered: - Banbury Rugby Club T1 Rugby Sessions after school. - Aston Villa Football – lunchtime club for children in Key Stage 2 - Northampton Town F.C. – lunchtime football club. - Youth Activators lunchtime club. - After-School fencing club. - Archery Club. Pupil Voice: 75% of Year 5/6 children said	£1844.00



			<i>that they enjoyed or really enjoyed the Saints rugby coaching sessions.</i> • <i>100% of the Year 5/6 pupils who took part enjoyed or really enjoyed the Cobblers F.C. lunchtime football club.</i> • <i>56% of the Year 1/2 children who took part in the Sport Activator sessions really enjoyed or enjoyed the sessions; 44% thought that they were okay.</i>	
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Plan, monitor and evaluate (2025/2026)

	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 children's levels of activity at break and lunchtimes. (Key indicator 2)	Meet with School Council to discuss and decide upon which playground activities they want to purchase. Purchase the equipment/resources and introduce at breaktimes.	More children will be engaged in physical activity at break and lunchtimes.	Pupil voice about the new equipment/activity levels.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- More children will be engaged in physical activity at break and lunchtimes. - Children are enjoying new equipment and activities.	Use pupil voice to assess children's views and allocate resources/funding for equipment for 2026-2027.	- More scooters, balance bikes and equipment purchased to improve physical activity at lunch and breaktimes. Pupil voice: On a scale from 1 (very active) to 5 (inactive) the results were as follows: Years 1/2: Very active 44%; Active 22%; Sometimes active 33% Years 3/4: Very active 18%; Active 7%; Sometimes active 57%; Inactive 7%	£2100.00



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| | | | <ul style="list-style-type: none">• Years 5/6: Very Active 83%; Active 13%; sometimes active 4% | |
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Plan, monitor and evaluate (2025/2026)



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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 participation in competitive sport.	Purchase into B.G.N. Sports Partnership to access Sporting competitions and other fixtures/events. Attend as many events as possible. Fund coaches/minibuses to transport classes/groups of children to the events.	- Children will be inspired and encouraged to take part in sport. - Children will experience a broader range of sporting activities. - Increased participation in competitive sport. - Opportunities for SEN and gender specific competitions.	Record of events attended and the children taking part.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- All Key Stage 2 children have had the opportunity to take part in a sporting competition at B.G.N. - Children have enjoyed the events. - Children qualified for county cricket finals.	Use pupil voice to assess children's views and feedback on the events. Allocate funding to buy back into partnership for the academic year 2026-2027.	- The school has attended 12 inter-school competitions throughout the academic year. 264 places were offered for children at sporting fixtures this academic year. - The Year 5/6 Girl's Cricket team and Year 5/6 Mixed Cricket team attended the county finals in Oxfordshire.	Sports Partnership Cost: £3000.00 Transport costs: £2354.80



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| | | | <ul style="list-style-type: none">• Pupil Voice: I enjoy the B.G.N. Sports Competitions/events• Years 1/2: 100% agreed or strongly agreed with this statement.• Years 3/4: 36% agreed or strongly agreed; 25% felt neutral about them; 36% disagreed or strongly disagreed with this statement.• Years 5/6: 83% Strongly agreed with the statement; 4% were neutral and 4% disagreed. | |
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