

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

Commissioned by



Department
for Education

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PHYSICAL EDUCATION



Introduction

Our vision is that every child leaves Pennington Church of England Primary School with the knowledge, skills and confidence to lead an active and healthy lifestyle. Through high-quality physical education, competitive sport and a broad range of enrichment opportunities, we aim to promote teamwork, resilience, perseverance and positive wellbeing alongside physical development.

The PE and Sport Premium Grant has played an important role in helping us achieve this vision. This report outlines how funding was used during the 2025-26 academic year, the impact on pupils and staff, and the priorities identified for future development. It reflects our commitment to celebrating successes, evaluating areas for improvement and ensuring that all pupils have access to a rich and inclusive sporting experience.

Swimming Outcomes 2025-2026

Measure	Outcome
Swim competently, confidently and proficiently over 25 metres	47%
Use a range of strokes effectively	47%
Perform safe self-rescue in different water-based situations	10%

These figures were below our expectations and have identified swimming as a key priority for improvement during 2026-27.

Actions for 2026-27 to improve swimming proficiency

To improve swimming attainment and water safety outcomes, the school will:

- Identify pupils requiring additional support earlier in their school journey.
- Enhance monitoring and tracking of swimming progress.
- Explore opportunities for catch-up swimming provision.
- Strengthen water safety and self-rescue teaching.
- Develop staff expertise through relevant swimming and water safety training.
- Work closely with swimming providers to maximise the impact of curriculum swimming.

Review of this academic year (2025/2026)

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	The quality of PE teaching continued to improve through the ongoing support of the Sports Apprentice, who worked alongside teachers to model high-quality practice, support lessons and deliver targeted interventions. Staff also continued to develop their confidence through PE Passport training, ensuring consistency in planning, assessment and progression across the school. The use of PE Passport enabled teachers to deliver a broad and progressive PE curriculum while improving assessment and monitoring of pupils' progress. Staff confidence increased through collaborative planning, team teaching and shared good practice, resulting in high-quality PE lessons being delivered throughout the school. The Sports Apprentice also supported lunchtime activities, after-school clubs and competition preparation, increasing staff capacity and ensuring pupils benefited from a wide range of sporting opportunities.	Following the school merger, staff joined the school with varying levels of confidence and experience in delivering PE. While significant progress has been made, some staff would benefit from further CPD in specific activity areas, particularly gymnastics, dance and inclusive PE for pupils with SEND. Continuing professional development will remain a priority to ensure consistently high-quality PE across all year groups.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Increasing participation in physical activity remained a key priority throughout the year. A broad programme of inclusive extracurricular clubs was offered, including football, netball, tag rugby, invasion games, basketball, gymnastics, rounders, cross country and multi-skills, ensuring opportunities for pupils with a wide range of interests and abilities. Overall, 55% of pupils attended at least one after-school sports club. The school also maintained a strong focus on disadvantaged pupils, with 51% of Pupil Premium pupils accessing extracurricular sporting opportunities. To further increase participation, in-house after-school competitions were introduced, allowing more pupils to experience competitive sport in a familiar and supportive environment before progressing to inter-school competitions. Lunchtime activities, curriculum PE and extracurricular opportunities encouraged pupils to develop healthy lifestyles, resilience, teamwork and confidence. The school's inclusive approach ensured that girls, boys, SEND pupils and disadvantaged pupils were encouraged and supported to participate, resulting in increased engagement and enjoyment of physical activity across the school.	Although participation remained strong, there is still scope to increase engagement, particularly among less active pupils and some disadvantaged groups. Following the school merger, some pupils were reluctant to join extracurricular clubs due to confidence or previous experience. Further work will focus on increasing participation among inactive pupils, providing additional targeted opportunities and continuing to remove barriers to participation.

Review of the this academic year (2025/2026)

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 and school sport continued to play a significant role in school life and made a positive contribution to pupils' physical, social and emotional development. Sporting achievements were celebrated regularly through assemblies, newsletters, social media and the school website, ensuring that success was recognised and celebrated across the whole school community. The school promoted the values of teamwork, resilience, respect, determination and sportsmanship through curriculum PE, extracurricular clubs and competitive sport. Pupils were encouraged to take pride in representing the school and to support one another both on and off the field. The continuation of the Sports Apprentice, alongside high-quality PE teaching and a wide range of sporting opportunities, further strengthened the profile of PE across the school. Participation in clubs, competitions and festivals remained high, helping to establish a positive sporting culture where pupils were motivated to lead active and healthy lifestyles.	Although PE has a high profile across the school, there are opportunities to further increase pupil leadership and celebrate participation alongside achievement. Developing additional leadership opportunities, including sports leaders and young volunteers, will continue to strengthen pupil ownership and promote lifelong participation in physical activity.
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 benefited from a broad, balanced and inclusive programme of physical activities throughout the academic year. Alongside high-quality curriculum PE, children accessed a wide variety of extracurricular clubs including football, netball, tag rugby, invasion games, basketball, gymnastics, rounders, cross country and multi-skills, ensuring opportunities for pupils with a range of interests and abilities. The school remained committed to providing equal opportunities for all pupils regardless of gender, ability or background. Particular emphasis was placed on encouraging girls, disadvantaged pupils and pupils with SEND to participate fully in sport and physical activity. The introduction of in-house after-school competitions created additional opportunities for pupils who were new to competitive sport, increasing confidence before progressing to inter-school competitions. This inclusive approach enabled more children to experience success and enjoyment through sport while promoting positive attitudes towards physical activity.	Although the school provides a broad range of activities, participation by some less active pupils remains a challenge. The school will continue to review pupil voice and participation data to identify barriers to engagement and introduce additional activities that reflect pupils' interests, ensuring opportunities continue to meet the needs of all learners
5. Increasing participation in competitive sport	Competitive sport continued to be a significant strength throughout the year. Ninety-five pupils proudly represented Pennington Primary across 34 New Forest School Sport Partnership and independent competitions and festivals, providing opportunities for children of all abilities to experience competitive sport. The introduction of in-house after-school competitions further increased participation by providing a clear pathway from extracurricular clubs to representing the school at inter-school events. A major highlight of the year was the success of the Year 5/6 Girls' Football Team. For the first time in the school's history, the team qualified for the Hampshire School Games Finals, proudly representing the New Forest, and achieved an outstanding 3rd place in Hampshire. This exceptional achievement demonstrated the team's commitment, resilience and teamwork while inspiring younger pupils, particularly girls, to participate in football and competitive sport.	Although participation in competitive sport remains strong, there is still scope to broaden opportunities for pupils who are less confident competing externally. The school will continue to develop inclusive competition formats and increase participation through additional festivals and in-house events, ensuring every child has the opportunity to experience competitive sport during their primary education.

Aims for the next academic year (2025/2026)

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	Swimming remained a priority throughout the year, with all Year 6 pupils accessing swimming lessons. Pupils also benefited from swimming opportunities in Years 2 and 4, enabling them to develop confidence and familiarity in the water from an early age. As a result, 47% (14 out of 30 pupils) achieved the National Curriculum expectation of swimming 25 metres. Strong partnerships with local swimming providers ensured pupils received high-quality instruction and regular opportunities to develop their technique and confidence. Analysis of outcomes highlighted that many pupils have limited opportunities to swim outside school and that a significant proportion of the cohort joined the school later in their primary education, reducing the amount of curriculum swimming they experienced during their time at Pennington.	Despite positive individual progress, overall attainment at the expected standard was lower than anticipated. This has identified swimming as a key priority for 2026/27. The school will strengthen its swimming provision by identifying pupils requiring additional support at an earlier stage, increasing opportunities for catch-up swimming where possible and enhancing the monitoring of pupils' progress. We will also explore additional swimming opportunities beyond statutory provision to ensure more pupils leave primary school meeting the National Curriculum requirements.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming lessons enabled pupils to develop competence in front crawl, backstroke and breaststroke while improving confidence, stamina and technique. Pupils demonstrated increasing independence in the water and developed a greater understanding of efficient swimming techniques. Many pupils made strong progress from their individual starting points and showed increasing confidence when applying new skills.	While many pupils developed secure stroke technique, some required further time to refine their skills, improve efficiency and build endurance across all recognised strokes. Future provision will focus on providing additional opportunities for practice and consolidation, enabling pupils to become more confident and technically proficient swimmers.
3. Perform safe self-rescue in different water-based situations	Water safety remained an integral part of the swimming curriculum. Pupils developed an improved understanding of safe behaviours in and around water and learnt essential strategies for staying safe in a range of water-based situations. Discussions and practical activities helped pupils to understand potential risks and the importance of making safe decisions around water.	Only a small proportion of pupils were able to demonstrate secure self-rescue skills by the end of Key Stage 2. Limited curriculum swimming time reduced opportunities to revisit, practise and embed these important skills. During 2026/27, the school will work closely with swimming providers to strengthen the teaching of water safety and self-rescue techniques, ensuring that a greater proportion of pupils leave primary school equipped with these essential life skills.

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	Continue PE Passport training for all teaching staff. Use the Sports Apprentice to support lesson delivery, model effective teaching strategies and provide team-teaching opportunities. Support PE staff to complete a recognised swimming and water safety qualification to further develop staff expertise and strengthen swimming provision across the school. Monitor PE lessons, provide staff feedback and encourage the sharing of good practice across the school. Ensure progression and assessment remain consistent through the use of PE Passport.	PE Passport monitoring records. • Lesson observations and learning walks. • Staff voice questionnaires. • PE planning and assessment records. • Increased staff confidence demonstrated through monitoring and feedback	Staff expertise in sports teaching will increase, strengthening the school's ability to improve sports activity through the school and support pupils	• Lesson observations • Assessment data • Pupil voice • Facebook posts • School website articles • Swimming data • PE Passport reports
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	PE continued to be highly valued across the school, with sporting achievements celebrated regularly. Pupils were proud to represent Pennington Primary and participation remained high throughout the year. The success of the Year 5/6 Girls' Football Team , becoming the first team in the school's history to reach the Hampshire School Games Finals and finishing 3rd in Hampshire , significantly raised the profile of girls' sport and inspired younger pupils to become involved in football and other sporting opportunities. Regular communication through assemblies, newsletters and social media strengthened engagement with families and celebrated pupils' achievements beyond the classroom.	Yes. Celebrating sport has become embedded within the school's culture. Strong community links, continued membership of the New Forest School Sport Partnership, collaboration with local schools and communication with families will ensure PE continues to have a high profile. Successes achieved this year provide positive role models for future pupils and encourage continued participation.	• Newsletters. • School website articles. • Facebook posts. • Competition results. • Photographs. • Pupil voice surveys. • PE Lead monitoring records. • Hampshire School Games and NFSSP participation records. Cross Curricular Orienteering course	CPD for staff - £5000 Cross Curricular Orienteering course £3000 Outdoor Play equipment - £4000 PE Passport - £950

Your objective: Increase participation in physical activity

	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 physical activity by providing a broad, inclusive and engaging programme of extracurricular clubs, lunchtime activities and in-house competitions, with a particular focus on girls, disadvantaged pupils, SEND pupils and those who are less active.	Continue to offer a varied programme of after-school clubs including football, netball, tag rugby, invasion games, basketball, gymnastics, cross country, rounders and multi-skills. Introduce additional in-house competitions to provide opportunities for all pupils to experience competitive sport. Monitor participation data throughout the year, targeting pupils who are not currently engaging in physical activity. Continue to provide inclusive lunchtime activities and work closely with staff to encourage participation from all groups	Increased participation in extracurricular sport and physical activity across all year groups. Greater engagement from girls, SEND pupils and disadvantaged pupils. Improved physical fitness, confidence, teamwork and enjoyment of sport. More pupils progressing from clubs into inter-school competitions. Increased pupil voice demonstrating enjoyment of PE and physical activity.	• Club registers and attendance data. • Participation analysis (including girls, SEND and Pupil Premium). • In-house competition. • Lunchtime activities. • Pupil voice surveys. • Photographs of clubs and activities. • Facebook posts and newsletters celebrating participation. • Lesson observations. • PE Lead monitoring records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in physical activity continued to increase throughout the year, with 55% of pupils attending at least one after-school sports club. A wide variety of sporting opportunities ensured children of all abilities were able to participate. The introduction of in-house competitions. Staff reported increased enthusiasm towards PE, while pupil voice demonstrated that children enjoyed the range of activities available.	YES. A well-established programme of extracurricular clubs and competitions is now slowly embedding within the school calendar. Participation data will continue to be monitored to identify pupils requiring additional encouragement. The continued use of PE Passport and staff expertise will ensure opportunities remain sustainable and continue to develop year on year.	• Club attendance registers. • 55% club participation data. • Pupil Premium participation records (51%). • Participation analysis. • Pupil voice surveys. • Facebook posts and newsletters. • Monitoring reports. • Photographs of clubs and competitions.	£1000 NFSSP membership Staff employed for clubs - £10000 per year

Your objective: Continue to raise the profile of PE, school sport and physical activity across Pennington Primary, ensuring sport supports whole-school improvement and encourages all pupils to lead healthy, active lifestyles.

	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)	Continue to raise the profile of PE, school sport and physical activity across Pennington Primary, ensuring sport supports whole-school improvement and encourages all pupils to lead healthy, active lifestyles.	Celebrate sporting achievements regularly through assemblies, newsletters, the school website and social media. Promote participation in PE lessons, extracurricular clubs and competitions across the school. Continue to provide opportunities for pupils to represent the school at local, district and county competitions. Encourage pupils to act as positive role models by celebrating effort, determination, teamwork and sportsmanship alongside sporting success. Maintain strong links with the New Forest School Sport Partnership and local sports clubs to broaden opportunities for all pupils.	PE and school sport will continue to have a high profile across the school, with more pupils feeling inspired to participate. Increased participation in clubs and competitions will improve confidence, resilience and wellbeing. Pupils will demonstrate the school's values through sport, and successes will inspire younger children to become involved in physical activity.	• Celebration assemblies. • School newsletters. • School website articles. • Facebook posts celebrating sporting success. • Competition reports and photographs. • Pupil voice surveys. • PE Lead monitoring records. • New Forest School Sport Partnership communications. • Displays celebrating sporting achievements around school
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Enthusiasm for sport and sporting events is high with 93 children (55%) attending sporting events.	We have 3 members of staff who focus on sports and ensure we always have enough people to attend sporting events.	Records of participation in sporting events and clubs.	£1000 NFSSP membership Staff employed for clubs - £10000 per year

Participation in sports clubs 2025 - 2026

	No. of children	No. of PP	No. of SEN	No. attending sports clubs	% attending sports clubs	% without the bus/taxi students	No. PP attending sports clubs	% PP attending sports clubs	No. SEN attending sports clubs	% SEN attending sports clubs
Year 1	18	12	12	13	72%		10	83%	7	58%
Year 2	23	15	11	13	57%		7	47%	4	36%
Year 3	29	16	14	18	62%	63%	8	50%	7	50%
Year 4	27	14	16	9	33%	39%	4	29%	6	38%
Year 5	29	9	13	22	76%	81%	7	78%	10	77%
Year 6	30	19	11	11	37%	28%	7	37%	4	36%
Total KS1	41	27	23	26	63%		17	63%	11	48%
Total KS2	115	58	54	60	52%	54%	26	45%	27	50%
Total	156	85	77	86	55%	59%	43	51%	38	49%

Overall Evaluation

The school experienced a period of reduced capacity within the PE and sports team during the academic year, which impacted some aspects of provision and development work. Nevertheless, pupils continued to access high-quality PE, sport and enrichment opportunities, and clear plans are now in place to strengthen provision further, particularly in swimming and water safety.