



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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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	Summer 2025 was our pilot year of a mobile pool for 3 weeks. Every child had the opportunity to swim each day. 56% of our Year 6 pupils could swim 25m. 5 could swim 20m and 2 non swimmers could swim 5m. All children across the school increased in confidence.	An increase in Year 6 pupils attaining their National Curriculum level was expected although all pupils increased from their starting points. The pilot was successful, so we anticipate an increase in this % as swimming becomes embedded into our school offer.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most of the children increased their knowledge of different strokes and were awarded a higher level at the end of three weeks than they were assessed at on entry. 63% of all pupils in KS2 were effectively using a range of strokes effectively.	8 children were reluctant to try new strokes as their water confidence for putting their face in the water was low. Additional questions to the pre lesson swimming surveys will be added to identify less confident pupils before lessons commence.
3. Perform safe self-rescue in different water-based situations	Our intensive swimming and water safety lessons taught to our Year Six pupils contain instructions a and teaching on how to self-rescue when in water including Water safety was taught twice to all children in the summer term through class activities, water safety week, assemblies and displays in school. Information was also sent home to families to reinforce messages from school.	Although water safety is always taught it is not specific enough in PSHE curriculum maps. This will be added in the ongoing curriculum review.



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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 were involved in PE lessons led by external coaches which increased their knowledge and enjoyment when participating in PE lessons. A staff meeting was dedicated to PE teaching was offered to all staff. Teaching Assistants were encouraged to accompany teachers to external PE events. Week such as Arts and Sports Week in which all staff were involved has raised the profile of sport across the school. Long term PE plans using GetSetPE were reviewed and updated and the PE Lead had additional external training.	Some members of staff are still a little reluctant to join in particular lessons where they felt their skills set needed developing which occasionally led to inactivity during the lessons. Staff feedback confirmed this. Staff were offered additional sessions with the external coach to boost their confidence in identified areas.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice indicated that there was a high level of enjoyment in PE lessons and pupils remembered external providers coming in to share their skills. After events like the skipping workshop participation in playground activities increased. School Games participation increased this year for KS2 pupils through our Games Partnership and many children competed and experienced events outside of school, in places such as Harpenden Rugby Club. Activities like the daily mile gave opportunity for additional activity outside of PE lessons in school. Pupils were offered, and some were financially supported, so they could attend after school clubs.	We identified that pupils in KS1 did not have equal opportunity to external sporting events, although they did enjoy their activities in school. Sometimes missing or lost equipment led to more limited choices of activities during break times and lunch times.

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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	Intensive swimming provision has increased confidence, reduced anxiety about being in water. Children attending KS2 external games have enjoyed each experience. Assemblies and newsletters promoted their achievements.	Limitations of staffing and transportation can make strengthening provision and increasing attendance extremely difficult in a small school.
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	Uptake for our Bikeability courses was good. Alternative clubs such as Pickleball were introduced successfully and more physical activities such as speed sack were introduced into Breakfast Club. KS2 events specifically for SEND or girls, such as girls tag rugby were successfully introduced.	Engagement and enjoyment is still lower for girls than boys in KS2, evidenced through pupil voice. Girls only activities seem popular and we will aim to increase these next year.
5. Increasing participation in competitive sport	We have increased our participation in competitive events, especially in KS2. We have achieved the Bronze Games Mark in recognition of the enhancements we have made in our provision. Aspire events have helped to increase confidence in pupils who would not usually have high engagement in sport.	As a small school we can struggle to manage to get a team together to compete against other schools, particularly same sex girls' teams for events such as netball



Flamstead aims for 2025/2026



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- Our whole school priorities are set out for the year ahead.
- We will focus on specific areas of need such as inactive girls, SEND and disadvantaged pupils
- Swimming data from Summer 2026 and reflections are in the table located at the bottom of this page.
- 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	75% of our Year 6 pupils reached level 6 in their mobile pool assessment and gained their National Curriculum level in Summer 2026. This is a good increase from 56% last academic year. 3 pupils were at level 5, and this included 2 pupils who were non swimmers at the start of last year. 21% of pupils in Y3 to Y5 also moved to L6. All pupils increased their swimming levels and their confidence.	The second year of swimming daily for 3 weeks. 3 Y6 pupils who did not reach the national Curriculum expectation were at Level 5 and swimming 20m. Next year we aim to have 100% of pupils gaining the National Curriculum level in Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	In the Summer Term 2026 62% of pupils from across the school were assessed as using a range of different strokes (Level 4, 5 and 6) 38% of pupils achieving Level 1, 2 and 3 were in EYFS and KS1 and at an age-appropriate level.	The increase in % is good. Pupils are all progressing well.
3. Perform safe self-rescue in different water-based situations	We continued with our programme of water safety in 'Water Safety Week' which was brought forward to the start of the summer term after National events during May 2026. Pupils recalled training and instructions from last year and built on this knowledge. Our expectation is pupils in Year 3 will be able to perform a rescue throw and perform a star float from a submerged position and tread water for 10 seconds independently.	There are still some pupils who relate swimming and water safety to swimming pools and not other bodies of water. Additional information was added into teaching and assembly PowerPoints to address this.

Objective : Increase external participation in sport for pupils in KS1

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To join Dacorum School Sports Network (DSSN) as a school to increase participation for pupils in KS1 in inter school events and competitions.	We will register as a school and pay a subscription per pupil head. We will initiate discussions with DSSN leads to ensure we are able to join and compete in as a small school and to research the opportunities that may be available to us. PE Lead training	Through joining DSSN and the school games programme we aim to keep participation and competitive sport at the heart of PE and provide more of our pupils with the opportunity to compete and achieve their personal best and enjoy sport.	Membership documentation of DSSN enrollment. Participation registers of events attended. Pupil voice. Photographs of events. Parental feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	There has been a much greater level of participation for pupils in KS1 and then the interest level in these activities after events has also led to sustained activity during free time in school.	The cost per pupil is sustainable through the Sports Premium funding received into schools. Increase in participation and enthusiasm will hopefully provide children in KS1 with the passion and desire to sustain a good level of participation and commitment to healthy lifestyles and sports as they grow.	Evidence of attendance in events such as Y1 Multi sports, Y1 Sports Hall and KS1 Multi sports. Pupil voice surveys and parental feedback through Parent Council.	DSSN membership - £680 PE Conference - £220 Workshop session - £450 Transportation - £310

Objective: Develop active outdoor provision for SEND pupils



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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	Our outdoor provision will physically developed for the benefit of all pupils and for identified SEND pupils. External staff will work with pupils, and internal staff to plan for, assess, observe and individual pupils so experiences are both ambitious and achievable, ensuring progress across the curriculum and wider development.	We will work in collaboration with eh external outdoor provider to ensure activities are carefully planned, accessible and inclusive, with staff using observations, individual targets and pupil need to adapt provision. Outdoor learning will be supported by clear routines, appropriate resources and staff training so that pupils can access regular opportunities to develop communication, regulation, independence, physical development and social skills in a safe and purposeful environment and this provision will be inclusive for all pupils.	As a result, we expect pupils with SEND to: - Engage more consistently in learning - Show improved regulation and readiness to learn - Develop greater confidence and independence - Strengthen communication and social interaction - Experience a stronger sense of success, belonging and wellbeing	Attendance records Termly reports on individual pupils from external provider Evidence of behaviour and attitude to learning skills being transferred into the classroom.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Sessions were timetabled and reviewed termly. Our most vulnerable learners and they were able to access more of the curriculum both in these sessions and back in the classroom as the outdoor physical environment met a level of need that aided their concentration. This was be underpinned by high expectations and strong relationships	We were able to secure the grant from Dacorum and also additional funding from the Parish Council and our school PTA (FoFS) ensuring we can develop an area that will be there for current and future generations. This additional space will allow us more flexibility in terms of space in school providing the opportunity to expand and further develop our outdoor provision offer in a way we could have not done or sustained previously.	Positive feedback from pupils Positive feedback and written reports from external provider	Outdoor learning training for 2 teaching Assistants – Learning Through Landscapes £100 External outdoor provider – Changing Leaves – PPG and school budget Development of outdoor learning spaces (removal of decommissioned pool) £20,000 (Grant funded)

Flamstead Objective: Increase participation of girls in sport



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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	To increase girls' participation in sport by creating a positive, inclusive and supportive culture that encourages more girls to engage in physical activity, enjoy being active and develop confidence in sport both inside and outside the curriculum.	We will achieve this by offering a wider range of sporting opportunities that appeal to girls, promoting inclusive activities, using role models, and ensuring staff actively encourage and support participation. We will also remove barriers to engagement by listening to pupil voice, adapting provision where needed and creating a safe, welcoming environment where girls feel confident to take part.	As a result, we expect to see increased participation from girls in PE, sport and physical activity, alongside improved confidence, enjoyment and willingness to take part. We also aim to see more girls representing the school in clubs, competitions and active play, with sport becoming a more regular and positive part of their school experiences, particularly in KS2	Club attendance registers Pupil voice Gaining the Silver Games mark award
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	We have seen an increased participation in clubs such as netball club, numbers rose from 3 to 20, and although this included boys and girls. Girls reported they feel more inclined to join in and felt encouraged and catered for.	The impact will be sustained by embedding girls' participation in sport into the wider school culture through regular opportunities, inclusive planning and ongoing staff encouragement. We will continue to listen to pupil voice, develop staff confidence and use a broad range of activities and role models so that girls remain motivated to take part and the increased participation becomes a long-term part of school practice.	Attendance in girl specific events such as Y4, Y5 and Y6 Girls Tag Rugby. Register of participants shows we are actively encouraging and enrolling an equal number of girls to boys on events such as speed stacking, Quick-sticks hockey, Mini Tennis and Tag Rugby.	School Games membership - £250 AfPE membership - £154 Club coaches - £3593.25 MyHappyMind resilience program - £1678

Objective: Increase active learning for all pupils



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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	To begin to embed active classroom learning by using movement, talk and hands-on activities to support pupils' concentration, resilience and engagement and understanding. To improve attention, reduce restlessness and support better outcomes, particularly those who need movement to regulate and access learning.	Staff in school to trial a range of active learning pupils to experience regular opportunities for stretching, standing, partner discussion, sorting, responding physically and using practical resources so that learning is more memorable, inclusive and accessible. To research things such as desk drumming and the impact it could have.	As a result, pupils will be more engaged in lessons, show improved concentration and be better able to access learning across the curriculum. We expect to see increased participation, stronger behaviour for learning and improved retention of key knowledge, particularly for pupils who benefit from movement and practical approaches.	Classroom observations Pupil feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Teachers used a range of whole class activities such as 'Shake up wake up', the daily mile and dance programs as well as simple stretches and movement breaks. Once guidelines for behaviour were introduced, the short sessions became more effective and manageable	This approach will be sustained by embedding active learning routines that worked during the trial into everyday classroom practice and ensuring staff are confident in using them consistently. By providing simple, repeatable strategies and sharing good practice across the school, active learning will become a regular part of teaching rather than a one-off initiative, helping to secure long-term impact on pupil engagement and learning.	Staff feedback School Council feedback on enjoyment levels Classroom observations	Equipment - £1,217.06

Objective : To increase activity during break and lunch times



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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	Further develop our lunchtime play provision to increase activity for least active groups by encouraging Play Leaders to engage with pupils who are choosing to be inactive on a regular basis.	MSA Playleader to work with the Play Leader pupils to develop a range of easy to implement, active games that can be used. Purchasing new, equipment Developing staff knowledge of Outdoor play provision.	MSA Playleaders promoting and encouraging the Games Makers to involve all pupils in active play. Although we have minimal playground disagreements a decrease in negative events would lead to more settle break times for all pupils. Individual needs of SEND pupils being met through activities that interest and avoid triggering situations.	Termly Pupil voice surveys SLT observations of the playground interactions Feedback from MSA leaders. Number of behaviour incidents reducing
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Games Makers have been enthusiastic and developing more confidence in approaching pupils not engaging. MSA's are more aware of pupil engagement and quicker at identifying pupils in need of support. SEND pupils are having more settled playtimes as they can choose an activity that interests them, although these are not always active activities.	Introduction of a programme that allows the existing Games Makers to train the new Games Makers at the end of the previous term (starting from 2026 – 2027) External training for MSA's to make them feel empowered and valued. Focus groups to gain voices of girls and SEND pupils.	Games Makers enjoyed the role and want to continue next academic year. Pupil survey results	MSA Play leaders - £ 7,902 Equipment - £1200

Our pupil's enjoyment is the best evidence of our success.

Supporting each other during Sports Day



Showing resilience gained through our MyHappyMind programme even when losing



Commonwealth Festival through School Games for pupils identified with SEND



Our pupil's enjoyment is the best evidence of our success.

Football Skills workshop with Jamie Knight – Engaging and inspiring



**Girls Tag Rugby Event
Boosting confidence and self esteem**



**Cricket workshop with coaches from the
local community cricket club expanding horizons**



**Year 5 and 6 Tag Rugby Event
inspiring teamwork and resilience**



**Year 4 Festival of Sport - Trying new sports,
teamwork and enjoyment of sport**



Our pupil's enjoyment is the best evidence of our success.

**Year 3 Tennis Skills –
Learning new skills and techniques**



**Year 4 Speed Stacking –
Concentration, agility and perseverance**



**Year 5 and 6 Quicksticks Hockey Tournament –
Teamwork, competition and stamina**



**Year 4 Mini Tennis Competition –
Skill, resilience and stamina**



**Year 1 Multisports - Trying new activities, learning
new skills and enjoyment of exercise**



**Year 2 Multisports - Trying new activities,
teamwork and enjoyment of exercise**