



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



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# Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

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



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Key areas as outlined in PE and sport premium guidance	What we did and the Impact	Evidence
<p><b>1. To increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</b></p>	<p>The PE lead has worked with 8 staff providing a focused and personal CPD programme for their PE teaching, using surveys and PE monitoring to ensure the units of work are relevant and purposeful. The 8 staff included an ECT, 3 HLTAs (2 of which were new to the role this year) and 5 teaching staff.</p> <p>This has resulted in more confident staff and better teaching and learning in PE lessons.</p> <p>It is also encouraging to see less teachers requesting CPD showing the previous years' CPD have had a sustainable and lasting impact. The teaching across the school is good within PE lessons.</p> <p>Two teachers completed shallow water training thus increasing their knowledge and confidence in this area.</p>	<p>a) Staff post CPD surveys showed that 100% of participants rated the experience of working alongside a PE specialist as 5/5 in usefulness and every member of staff's confidence level has improved as a result of their CPD.</p> <p>b) PE review from the MAT with lesson observations, pupil voice discussions and a detailed interview with the PE lead. The feedback stated 'The PE lead has excellent subject knowledge and supports her colleagues well through high quality CPD.' The learning walk showed quality teaching including, effective demonstrations, focusing social and emotional aspects on PE, good behaviour and engagement, effective pace and good subject knowledge (including subject specific terminology).</p> <p>c) We had Ofsted visit this year and they completed a deep dive in PE. The verbal feedback given to SLT stated that our bespoke CPD programme offered in PE was extremely effective.</p> <p>d) We applied for a AFPE quality Mark this year which included a whole assessment day. We received the quality mark with distinction and our written feedback stated "This school has outstanding PE provision, it is superbly lead and resourced, and very well supported by all staff. They have a progressive PE curriculum that is well taught and are utilising the PE and Sport Premium extremely well as this funds the CPD model lead by the PE Lead."</p>

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



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School Targets and area links	Actions/Impact	Supporting evidence?
<p><b>2) To improve activity levels for children at lunchtimes and improve behaviour (Key Indicators 2,3 and 4)</b></p>	<p>We increased our range of activities on offer at lunchtime to include a dance zone and a skipping zone as well as the astro, playground games (sports leader led) and table tennis that already ran. We also had playground markings added which promoted physical activity. These have been very popular and children are more engaged/active at lunchtimes..</p>	<ul style="list-style-type: none"> <li>- In pupil voice, 100% of children surveyed enjoyed lunchtimes and thought the new zones were a good.</li> <li>- Our lunchtime MDSAs and LSAs have reported that sports leaders are very effective in their role. There were fewer incidents on the playground.</li> <li>- Statistics show that 50% of our children are regularly using the astro sessions which are adult led and focus on sports.</li> <li>- Regular spot checks from the PE lead and feedback from sports leaders show that the zones are popular and well used.</li> <li>- Ofsted stated 'At Combs Ford, pupils are happy. At breaktimes, they enjoy activities. Pupil play leaders kindly support younger children to play various sporting games. '</li> </ul>
<p><b>3) To achieve the AfPE Quality Mark in PE. (All 5 indicators)</b></p>	<p>PE lead completed TEAMS meeting with a assessor about the timetable/procedures involved. PE lead hosted assessor for a full day completing learning walks and showing the PESSPA provision at Combs Final application form completed and submitted</p> <p>School featured in local news thus raising the profile of PESSPA at Combs Ford Primary . Children/families were really proud of the achievement of the school.</p>	<p>We received the quality mark with distinction. The report stated:-</p> <ul style="list-style-type: none"> <li>- The subject leader is highly experienced and leads PE with passion and drive, giving it careful thought and supports all staff, and is in turn very well supported by the Headteacher and the Trust.</li> <li>- The focus on social emotional and thinking skills is at the heart of their PE and OSHL offer and appears to have a high impact on pupils development in PE and activity levels.</li> <li>- The OSHL offer is high quality and varied to cater for a wide range of interests.</li> <li>- The school is ambitious about the role of PE in the personal development, leadership and lifelong learning of their pupils and at the core of school life.</li> </ul>

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



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School Targets and area links	Actions/Impact	Supporting evidence?
<p><b>4. To further improve the breadth and depth of extra-curricular provision for the pupils in school sport. (Indicators 2-5)</b></p>	<p>We have attended more events so our range of competitions and festivals also improved. We offered new sports in U11 hockey, U11 basketball and KS1 football. These are giving children positive experiences and inspiring them to attend more.</p> <p>We have offered more clubs and added new sports to the timetable. Children really enjoy clubs at the school and they are well attended. We provide a good mixture of free and paid clubs allowing children to be active and have fun. We offered an enrichment day in School Sports Week with the Skipping Ninja.</p>	<ul style="list-style-type: none"> <li>- Attended 33 festivals/competitions this year (7 more than last year) and 64% of our KS2 children accessed these (a 5% rise from last year).</li> <li>- All children in KS1 attended a sports festival and 13% (+ 4% from last year) attended a sports specific festival after school.</li> <li>- We challenged our GD children and we were successful in netball, cricket, cross country and orienteering where we represented our area in the County finals.</li> <li>- In our recent pupil voice 95% of all children said they had enjoyed festivals and competitions.</li> <li>- We offered 37 different KS2 clubs this year (which is 9 more than last year) and 76% of our children attended (up 3% from last year). In our pupil survey , 90% of KS2 children said they had enjoyed clubs this year.</li> <li>- We offered 21 KS1 clubs this year (up 9 from last year) and 73% of KS1 attended a club (up 8% from last year). In our pupil survey 82% of children said they had enjoyed the clubs they had attended.</li> <li>- It is promising that the PE culture filters into external life and that 82% of our KS2 children do a club outside of school.</li> <li>- 87% of our children said they enjoyed the Skipping ninja workshop and our skipping zone has been much busier since.</li> </ul> <p>External assessors have commended our provisions. The MAT stated ‘The children have access to a plethora of clubs and tournaments’. Ofsted commented ‘A range of clubs further supports and develops pupils’ social development and self-esteem.’ AFOE praised ‘The OSHL offer is high quality and varied to cater for a wide range of interests.’ The Inclusion quality Mark report stated, “Another area in which Combs Ford excels is sports. Pupils clearly value the broad and inclusive offer. During pupil discussions, a child excitedly shared, “we do gymnastics, football— everything!” while another commented, “it’s important because it keeps our body healthy.” A governor also noted that “sport is a huge focus for the school’s inclusive journey,” highlighting the role of physical activity in supporting confidence, wellbeing, and engagement for all learners. The school ensures that sport is accessible and enjoyable- every child deserves a space in which they can shine.</p>

# Objective 1



	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> (Complete now and monitor)	To improve subject knowledge, confidence and skills of staff in their teaching of PE.	<p>Staff survey sent out July 2025 to gauge areas where staff lack confidence.</p> <p>LA to work with new members of staff (Yr 5 teacher, yr 4 teacher in January, 2 trainees teachers, one new HLTA)</p> <p>Timetable drawn up for each half term to ensure coverage of all areas of need.</p> <p>Personalised CPD programme runs all year working alongside teachers for units of work.</p> <p>Specific CPD training for Yr 5 swimming and for PE lead to further improve dodgeball in the school. (App. £500)</p>	<p>Consistently good teaching in PE lessons resulting in better outcomes for students.</p> <p>More confident staff with improved subject knowledge.</p> <p>More dodgeball clubs/intra events with better coaching.</p>	<p>Staff surveys – pre and post unit</p> <p>Lesson observations within the CPD process or monitoring.</p> <p>Annual club statistics</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Objective 2



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	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> (Complete now and monitor)	To increase participation levels from last year in clubs, competitions and festivals offering a broad range of sports/activities	<ul style="list-style-type: none"> <li>- Introduce more FREE clubs from members of staff</li> <li>- Ensure GVTSSP clubs continue – ideally 3 per week</li> <li>- FREE Everyone Active clubs</li> <li>- Attend as many festivals as we can through the year with the School Games</li> <li>- Introduce an enrichment afternoon for all year groups as well as the NSW workshops (App £1200)</li> <li>- Advertise external opportunities more through Facebook/newsletters</li> </ul>	<p>More staff delivering clubs</p> <p>Children being more active</p> <p>Children developing the sporting values and our new Combs Code in context</p> <p>More children taking part in clubs and events than last year.</p> <p>Increased levels for SEND, PPG and ETFS data..</p>	<p>Collate statistics of participation using Arbor data</p> <p>Pupil survey completed at the end of the year</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## Objective 3



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	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> (Complete now and monitor)	To provide opportunities for pupils to become more active aiming to achieve the recommended 60 minute of activity a day. (30 of which are in school time)	<ul style="list-style-type: none"> <li>- Bikeability</li> <li>- Active Lunchtimes – sports leader leading zones independently, football on field with new goals</li> <li>- Break activity – astro timetable, dodgeball team competitions(using new relationships policy teams)</li> <li>- Look at Active Suffolk opportunities such as pedal power, Active Lives Survey</li> <li>- Participate in Active Travel Week</li> <li>- Active family suggestions in some Friday newsletters</li> <li>- More family engagement through events, clubs and NSW</li> <li>- Look at awards for Well School – Active Suffolk or YST (App £500)</li> </ul>	<p>More children are getting the activity levels recommended by NHS</p> <p>Families have more awareness of this recommendations</p> <p>Families are more involved in PESSPA opportunities</p> <p>Lots of children travelling to school actively</p>	<p>Statistics for astro at lunchtime through registers</p> <p>Bikeability outcomes</p> <p>Active Lives Survey results</p> <p>Active travel data from week</p> <p>Sports Leader feedback</p> <p>PE lead/SLT monitoring on playground of activity levels</p> <p>Possible award</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## 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
<b>Plan and monitor</b> (Complete now and monitor)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here

## 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
<b>Plan and monitor</b> (Complete now and monitor)	Add text here	Add text here	Add text here	Add text here
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