

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



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)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What we did and the Impact	Evidence
1. To increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	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. This has resulted in more confident staff and better teaching and learning in PE lessons. 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 with in PE lessons. Two teachers completed shallow water training thus increasing their knowledge and confidence in this area.	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. 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). 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. 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 led 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 led by the PE Lead."

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



School Targets and area links	Actions/Impact	Supporting evidence?
2) To improve activity levels for children at lunchtimes and improve behaviour (Key Indicators 2,3 and 4)	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..	- In pupil voice, 100% of children surveyed enjoyed lunchtimes and thought the new zones were a good. - Our lunchtime MDSAs and LSAs have reported that sports leaders are very effective in their role. There were fewer incidents on the playground. - Statistics show that 50% of our children are regularly using the astro sessions which are adult led and focus on sports. - Regular spot checks from the PE lead and feedback from sports leaders show that the zones are popular and well used. - 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.'
3) To achieve the AfPE Quality Mark in PE. (All 5 indicators)	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 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.	We received the quality mark with distinction. The report stated:- - 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. - 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. - The OSHL offer is high quality and varied to cater for a wide range of interests. - 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.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



School Targets and area links	Actions/Impact	Supporting evidence?
4. To further improve the breadth and depth of extra-curricular provision for the pupils in school sport. (Indicators 2-5)	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. 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.	- 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). - All children in KS1 attended a sports festival and 13% (+ 4% from last year) attended a sports specific festival after school. - 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. - In our recent pupil voice 95% of all children said they had enjoyed festivals and competitions. - 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. - 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. - It is promising that the PE culture filters into external life and that 82% of our KS2 children do a club outside of school. - 87% of our children said they enjoyed the Skipping ninja workshop and our skipping zone has been much busier since. 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.

Swimming Data (2025/2026)



association for
PHYSICAL EDUCATION



<u>Swimming and Water Safety</u>	Outcomes
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	90% of our children can swim 25m
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	88% of our children can use a range of strokes effectively
3. Perform safe self-rescue in different water-based situations	80 % of our year 6s achieved Gold

Objective 1



association for
PHYSICAL EDUCATION



	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)	To improve subject knowledge, confidence and skills of staff in their teaching of PE.	Staff survey sent out July 2025 to gauge areas where staff lack confidence. LA to work with new members of staff to ensure curriculum is understood and quality teaching is there. Timetable drawn up for each half term to ensure coverage of all areas of need. Personalised CPD programme runs all year working alongside teachers for units of work.	Consistently good teaching in PE lessons resulting in better outcomes for students. More confident staff with improved subject knowledge.	Staff surveys – pre and post unit Lesson observations within the CPD process or monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff have improved their subject knowledge, confidence and pedagogical skills through personalised, in-class CPD and team teaching. This has led to higher-quality PE lessons, with increased teacher confidence in planning, delivering and assessing PE across a range of units. Pupils are highly engaged and enjoy PE lessons, resulting in positive attitudes towards physical activity and high levels of participation.	Throughout the year, I worked alongside nine members of staff, including four teachers new to the school (one an Early Career Teacher), a trainee teacher, a new HLTA and three experienced teachers who were teaching either a new unit of work or a different year group. Staff were active participants throughout the coaching process, planning, teaching and reflecting on lessons rather than simply observing. This personalised approach ensured that professional development was practical, meaningful and embedded into everyday teaching practice. As a result, staff have the confidence and skills to deliver high-quality PE independently in future years. Seven of the nine staff members will remain at the school next year, ensuring that the investment in professional development will continue to benefit pupils and support sustainable improvement across the school.	Staff feedback demonstrated the positive impact of the CPD programme. Eight of the nine staff members rated the programme 5/5 for usefulness, with the remaining member rating it 4/5 . Teacher confidence also improved significantly. Before the programme, 62% of staff reported that there were areas of the unit they were not confident teaching, 23% were not confident at all and 15% were neutral. Following the programme, 85% reported feeling confident teaching the unit again and the remaining 15% felt extremely confident . Pupil voice also remained very positive, with 77% of KS1 pupils and 79% of KS2 pupils reporting that they enjoy all or most PE lessons.	Add text here

Objective 2



association for
PHYSICAL EDUCATION



	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)	To increase participation levels from last year in clubs, competitions and festivals offering a broad range of sports/activities.	Introduce more FREE clubs from members of staff Ensure GVTSP clubs continue – ideally 3 per week FREE Everyone Active clubs Attend as many festivals as we can through the year with the School Games Introduce an enrichment afternoon for some year groups as well as the NSW workshops (App £1200) Advertise external opportunities more through Facebook/newsletters	More staff delivering clubs Children being more active Children developing the sporting values and our new Combs Code in context More children taking part in clubs and events than last year. Increased levels for SEND, PPG and EYFS data..	Collate statistics of participation using Arbor data Pupil survey completed at the end of the year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in extracurricular physical activity increased through a broader range of clubs. New clubs, led by a variety of staff, including Running Club and Combs Girls Can, engaged pupils who had not previously attended clubs, helping more children to be active. Participation in EYFS clubs increased, while numbers in KS1 and KS2 were maintained. Pupil feedback showed that children enjoy the clubs they attend, supporting positive attitudes towards physical activity, and supporting lifelong healthy habits.	Some pupils have been inspired to take part in parkrun outside of school, demonstrating that they are becoming active beyond the school day. The confidence developed through initiatives such as Combs Girls Can will encourage more girls to continue participating in clubs next year. We will continue to offer a wide range of extracurricular opportunities by working with staff, community partners and local clubs, ensuring that participation remains high and	Positive verbal feedback was received from both parents and pupils about the extracurricular club offer. The school offered 11 more clubs than the previous year, providing a broader range of opportunities for pupils to be active. Participation in EYFS clubs increased significantly, with 83% of pupils attending at least one club (+42% from the previous year). Attendance also improved for key groups, including 86% of PPG pupils (6/7; +48%) and 100% of SEND pupils (4/4; +100%). Pupil voice showed that 80% of our children enjoyed the clubs they attended, describing them as "fun," "interesting," "inclusive" and "active." 16% said they didn't attend and 4% said they did not enjoy them.	

Objective 3



association for
PHYSICAL EDUCATION



	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)	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)	Bikeability Active Lunchtimes – sports leader leading zones independently, football on field with new goals Break activity – astro timetable, dodgeball team competitions (using new relationships policy teams) Look at Active Suffolk opportunities such as pedal power, Active Lives Survey Participate in Active Travel Week Active family suggestions in some Friday newsletters More family engagement through events, clubs and NSW	More children are getting the activity levels recommended by NHS Families have more awareness of this recommendations Families are more involved in PESSPA opportunities Lots of children travelling to school actively	Statistics for astro at lunchtime through registers Bikeability outcomes Active Lives Survey results Active travel data from week Sports Leader feedback PE lead/SLT monitoring on playground of activity levels
	What impact have you seen?	Improvements sustainable?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are more active throughout the school day, with increased opportunities to achieve the recommended 30 active minutes in school. Participation in dodgeball competitions, well-attended lunchtime football sessions and active playground zones has increased pupils' daily physical activity. Sports Leaders have become increasingly independent in organising and leading activities, while special events and themed activity days have created excitement and encouraged more children to get	The Sports Leader programme runs annually, with this year's leaders helping to train the new team. New playground zones, markings, the gym trail, lunchtime football and breaktime competitions will continue to provide daily opportunities for pupils to be active. The PE Lead will continue to organise Bikeability and will apply for available funding to support its delivery.	The school was awarded the Platinum School Games Mark in recognition of its work to promote the Active 60 initiative over the last two years. The school also received a certificate for its participation in Big Bike and Wheel Week , during which an average of 52% of pupils travelled actively to school. Over 60% of pupils regularly attended the astro at lunchtime. Pupil voice demonstrated the success of the initiatives, with 98% of KS1 pupils and 97% of KS2 pupils responding positively about the lunchtime activity zones. In addition, 100% of Sports Leaders reported enjoying their role. Positive feedback was also received from lunchtime staff and the Senior Leadership Team regarding the improved quality of	Add text here