

# 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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<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	Yes. 96% of children at Bridgewater Primary School have achieved the KS2 swimming pass rate, demonstrating that they can swim competently, confidently and proficiently over a distance of at least 25 metres	A small proportion of pupils (4%) did not meet the 25-metre swimming due to cohort changes.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	96% of children at Bridgewater Primary School can effectively use a range of swimming strokes, including front crawl, backstroke and breaststroke.	The remaining 4% were unable to access this skill during the assessment.
3. Perform safe self-rescue in different water-based situations	96% of children at Bridgewater Primary School successfully demonstrated the ability to perform safe self-rescue in a range of water-based situations	A small number of pupils were not able to achieve this skill during the assessment.

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>We increased the confidence, knowledge and skills of all staff in teaching PE and sporting activities by prioritising high-quality CPD and targeted training. The PE lead attended regular professional development courses to stay up to date with best practice, which was then shared with staff. We also made effective use of outside agencies and specialist coaches, who supported both pupils and teachers through modelling high-quality lessons and providing tailored guidance. In addition, specialist trainers were brought in to deliver focused training sessions, ensuring staff felt confident and well-equipped to teach a broad and engaging PE curriculum.</p>	
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>We successfully increased the engagement of all pupils in regular physical activity and sporting activities. This was reflected in the school achieving the Platinum Award once again, recognising the wide range of high-quality sporting experiences offered. Pupils achieved significant sporting success, winning multiple finals and proudly representing Salford at the National Finals in lacrosse. Across the school, a broad and varied programme of sports and physical activities was provided for all year groups, ensuring every child had opportunities to participate. Afterschool clubs were consistently full, with a diverse range of pupils taking part, demonstrating strong engagement and enthusiasm for physical activity throughout the school community.</p>	<p>While our football team was not as successful as other teams and sports last year, pupils continued to participate actively, demonstrating commitment, teamwork, and enjoyment, in line with the school's wider sporting activities.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>We have actively raised the profile of PE and sport across the school to support whole-school improvement. This has been achieved through a variety of channels, including regular updates on social media, letters to parents, and celebrating achievements in assemblies. Pupils' successes in sporting activities are also recognised through awards. These strategies have helped to highlight the importance of physical activity and sport, encouraging greater participation and engagement across the whole school community.</p>	<p>Moving forward, we aim to further promote out-of-school sports that children can participate in during the week or at weekends. These activities will be highlighted in assemblies, on Twitter, and other communication channels to encourage greater engagement and celebrate pupils' wider sporting involvement.</p>
<p><b>4.</b> 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</p>	<p>We have offered a broader and more equal experience of sports and physical activities to all pupils, ensuring equal access for both boys and girls. We recognised that girls were not participating in clubs as frequently as boys, so we introduced dedicated girls' clubs, including girls' football, and entered all-girl competitions to provide greater opportunities for female pupils. In addition, we ensured that children with SEND were included in out-of-school events, giving them the chance to represent the school in activities such as bowling and boccia. These measures have helped to create a more inclusive and equitable sporting environment across the school.</p>	
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>We have worked to increase participation in competitive sport by providing a wide range of opportunities for pupils to compete both within the school and against other schools. Pupils have taken part in inter-school competitions, local leagues, and nationwide events across a variety of sports. We have encouraged all pupils to participate, including girls and children with SEND, ensuring that everyone has the chance to represent the school.</p>	

# Aims for the next academic year (2025/2026)



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Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>For the academic year 2025/2026, Bridgewater Primary School will ensure that all pupils have the opportunity to swim competently, confidently, and proficiently over a distance of at least 25 metres. This will be achieved through structured swimming lessons, targeted support for pupils who require additional assistance, and regular assessment to track progress. We will continue to provide access to skilled instructors and swimming coaches, alongside differentiated practice to meet the needs of all pupils. Opportunities for pupils to build confidence in water-based skills and self-rescue techniques will also be prioritised to support overall water safety and proficiency.</p>	
<p><b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>For the academic year 2025/2026, Bridgewater Primary School will ensure that all pupils have the opportunity to use a range of swimming strokes effectively, including front crawl, backstroke, and breaststroke. This will be achieved through structured swimming lessons, targeted support for pupils needing additional guidance, and regular assessment to monitor progress. Skilled instructors and coaches will provide demonstration, technique correction, and differentiated practice to help pupils develop competence, confidence, and proficiency in multiple strokes.</p>	
<p><b>3.</b> Perform safe self-rescue in different water-based situations</p>	<p>For the academic year 2025/2026, Bridgewater Primary School will ensure that all pupils have the opportunity to perform safe self-rescue in a variety of water-based situations. Structured swimming lessons will include water safety skills, rescue techniques, and scenario-based practice to build confidence and competence.</p>	

## 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	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Use of outside agencies such as Mia from Manchester United Foundation. Staff CPD to develop their understanding of games and play, Range of equipment, Youth voice activities to understand what pupils want.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£500 to replenish equipment  £0 as part of agreement with Man U foundation, training leaders.

	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)	Increasing participation in competitive sport	Increase participation in competitive sport by offering a wider range of intra- and inter-school competitions across multiple sports, ensuring opportunities for all pupils, including girls and children with SEND. Introduce more targeted clubs and training sessions to prepare pupils for competitions, actively encourage pupils to take part through assemblies and social media, and develop pathways for pupils to progress from school-based competitions to city or regional events. Partnering with local clubs and sporting organisations can also provide additional competitive opportunities and motivate pupils to engage regularly in sport.	Higher pupil engagement and motivation, improved teamwork and resilience, and greater self-confidence. Pupils develop a sense of pride and achievement through representing their school, which can also enhance school morale and community spirit. Additionally, pupils experience improved physical fitness and skills, while exposure to competitive environments encourages perseverance and goal-setting. The school's profile in the wider sporting community is raised, and pathways are created for pupils to continue participating in sports beyond school.	Pupils entering and competing in a wide range of inter-school and city-level competitions across multiple sports. Success in competitions. Afterschool clubs and high attendance at targeted sports sessions, including girls' clubs and SEND-inclusive activities. Records of participation showing a broad range of pupils involved, including girls and children with SEND. Recognition of achievements through awards, assemblies, and social media posts, highlighting pupils' engagement and successes. Feedback from pupils and parents indicating increased enjoyment, confidence, and motivation to take part in competitive sport
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				£1500 for Salford Schools Partnership  £1500-£2000 on transport to events.

	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)	Pupils have access to skilled teaching team and access to alternative sports to encourage competitive sports in alternate sporting areas. The PE lead and Sports coaches share good practice from external networks to enhance the confidence, knowledge and teaching PE – partnership with Salford schools	Pupils have access to a skilled teaching team and a variety of alternative sports to encourage participation in competitive sports across different sporting areas. The PE lead and sports coaches actively share good practice and resources gained from external networks, including professional development opportunities and collaborations with other schools in Salford. This partnership allows staff to observe high-quality lessons, adopt new teaching strategies, and integrate innovative approaches into their own PE sessions. As a result, teachers' confidence and knowledge in delivering PE are enhanced, and pupils benefit from a broader, higher-quality sporting experience that includes both traditional and alternative sports.	The impact of having a skilled teaching team and access to alternative sports at Bridgewater Primary School includes improved pupil engagement, enjoyment, and confidence in PE and competitive sports. Pupils experience a wider range of sports, which allows more children to find activities they enjoy and excel in. The sharing of best practice by the PE lead and sports coaches has enhanced staff confidence and teaching quality, leading to higher-quality lessons and more effective skill development. Partnerships with other Salford schools and external networks also expose pupils to competitive opportunities and new sporting challenges, raising standards and fostering teamwork, resilience, and a lifelong interest in physical activity.	Participating in a wider variety of sports, including alternative and less traditional activities. Records showing increased engagement and participation in PE lessons and afterschool clubs. Observations and feedback indicating higher-quality teaching and more confident delivery of PE lessons by staff. Success in competitions across a range of sports, demonstrating improved skills and confidence. Use of external networks and Salford school partnerships to introduce new ideas and best practice into lessons. Recognition of pupil achievements through assemblies, awards, and social media, highlighting participation in both traditional and alternative sports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)				



	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)	Strive to receive reaccreditation as a platinum school offering competitive sports opportunities to wider range of pupils	To strive for reaccreditation as a Platinum school, Bridgewater Primary School will continue to provide high-quality competitive sports opportunities to a wider range of pupils. This will include expanding participation in inter-school competitions across a variety of sports, ensuring opportunities for boys, girls, and pupils with SEND. We will develop targeted clubs and training sessions to prepare pupils for competitions and actively encourage participation through assemblies, newsletters, and social media. Partnerships with local clubs, external coaches, and other Salford schools will be strengthened to provide additional competitive opportunities and share best practice. Ongoing monitoring and evaluation of pupil engagement and achievement in competitive sports will ensure continuous improvement, supporting the school's aim to maintain Platinum status.	The impact of striving for Platinum reaccreditation includes increased pupil engagement and participation in competitive sports, with more pupils—including girls and those with SEND—having opportunities to represent the school. Pupils develop confidence, teamwork, resilience, and a sense of achievement through competitions. Staff benefit from improved confidence, skills, and knowledge in delivering high-quality PE, supported by partnerships with external coaches and other schools. Overall, the school's sporting profile is enhanced, fostering a culture of inclusion, motivation, and excellence in physical activity and competitive sport.	Participating in a wider variety of sports, including alternative and less traditional activities. Records showing increased engagement and participation in PE lessons and afterschool clubs. Observations and feedback indicating higher-quality teaching and more confident delivery of PE lessons by staff. Success in competitions across a range of sports, demonstrating improved skills and confidence. Use of external networks and Salford school partnerships to introduce new ideas and best practice into lessons. Recognition of pupil achievements through assemblies, awards, and social media, highlighting participation in both traditional and alternative sports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£ 1500 for membership