Department for Education

BOSMERE SCHOOL



PE and Sport Premium transition toolkit

Monitoring form

2026/27 academic year

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Bosmere Community Primary

PE and Sport Premium Plan

2026-2027

Executive Headteacher	**Mrs Laura Carr**
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Chair of Governors	Mrs Vanessa Kingsley
Head of Physical Education	Mr Marcus Garnham
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Unique Reference Number	147934

Review of the last 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	• **78% of pupils in year 6 can swim 25 metres.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Approximately 25% of the cohort entered swimming lessons with low water confidence. Through targeted support and additional opportunities to develop key skills, pupils demonstrated increased confidence and engagement, enabling stronger progress towards national curriculum expectations.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• **78% of pupils in year 6 can use a range of strokes effectively.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Front crawl remained a challenge for a number of pupils. Through targeted teaching and additional practice opportunities, pupils improved their technique and confidence in the water, resulting in stronger progress and an increased proportion achieving the expected standard.
3. Perform safe self-rescue in different water-based situations	• **75% of pupils in year 6 can perform safe self-rescue.** • Evidenced on Swimming assessment tracker based on information and data collected poolside with swimming teacher.	• Pupils enjoyed swimming lessons and engaged positively with the programme. However, a significant number entered lessons with low levels of water confidence, which limited their ability to develop swimming skills as quickly as their peers. Targeted support helped increase confidence and participation, enabling pupils to make stronger progress over time.

Review of the last 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. Engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles.	• A sports coach was employed to lead activities at Breakfast Club, lunchtimes and selected after-school clubs, increasing opportunities for pupils to participate in physical activity. • Participation significantly exceeded the school's targets, with 93% of pupils attending at least one club, compared with targets of 50% in KS1 and 60% in KS2. • Engagement across key groups was particularly strong, with 96% of Pupil Premium pupils and 96% of pupils with SEND attending a club. This demonstrates successful targeting and equitable access to extracurricular opportunities. • Pupil voice informed provision, helping to ensure clubs reflected pupils' interests and encouraged high levels of participation.	• Although participation rates were very high, monitoring showed that a small number of pupils remained reluctant to engage in extracurricular physical activity. • Ensuring sustained attendance throughout the year was more challenging than securing initial participation, particularly for some pupils with competing commitments. • Further development is needed to strengthen links with community sports clubs to provide additional pathways for participation beyond school.
2. To engage the least active in healthy lifestyle activities.	• Play Leaders were introduced successfully, providing a wider range of structured activities at lunchtime and increasing opportunities for pupils to be physically active • Pupil voice indicated that children particularly enjoyed working with the external sports coach during lunchtime sessions, leading to increased enthusiasm and participation in physical activity. • Healthy lifestyle messages were reinforced through the PSHE curriculum and a whole-school Healthy Lifestyle Assembly, helping to develop pupils' understanding of the importance of physical activity, wellbeing and healthy choices. • The promotion of sport and physical activity through assemblies and wider school initiatives contributed to a positive culture around healthy lifestyles and active participation.	• While pupils demonstrated a strong understanding of healthy lifestyles, the school did not formally identify and track the least active pupils through lifestyle surveys, limiting its ability to measure impact on this specific group • Although participation in physical activity increased, further work is needed to ensure that healthy lifestyle messages consistently translate into sustained physical activity beyond school hours. • Opportunities to target and monitor engagement among specific groups could be strengthened to provide a clearer picture of long-term impact.

Review of the last 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. Engage children in morning activity (Daily Mile/physical activity)	• Despite staffing challenges affecting the full implementation of the Daily Mile initiative, pupils continued to access regular opportunities for physical activity through structured morning sessions and classroom movement breaks. • Breakfast Club pupils engaged in active opportunities that supported their physical wellbeing and helped prepare them for learning. • Partnership work with Thurston Sports continued to provide additional opportunities for pupils to participate in physical activity and develop positive attitudes towards exercise. • Staff recognised the value of morning activity in supporting concentration, engagement and readiness for learning.	• The planned Daily Mile programme was not implemented consistently due to staff absence, resulting in the target being only partially achieved. • Monitoring identified variability in the frequency of morning physical activity opportunities across the year. • As a result, not all Breakfast Club pupils accessed the planned structured daily activity on a regular basis.
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	• The school successfully increased opportunities for KS2 pupils to participate in competitive sport, offering a broad range of inter-school competitions throughout the year. • Pupils represented the school in a variety of sporting events, including Girls' Football, Mixed Football, Tag Rugby, Cricket and Rounders. • Approximately 25% of KS2 pupils participated in inter-school competitive sports, providing valuable opportunities to develop teamwork, resilience, confidence and sporting skills. • Competitive sport helped raise the profile of PE across the school and encouraged pupils to engage positively with physical activity and school sport.	• Competitive opportunities were largely limited to KS2 pupils, with scope to extend participation through additional intra-school events. • Participation could be broadened further to enable more pupils to represent the school in competitive sport. • Monitoring of participation by different pupil groups could be strengthened to support future planning and targeting.

Review of the last 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?
5. Specialist teacher to provide CPD to teaching staff to improve the quality of PE provision to all pupils.	• A specialist PE teacher provided ongoing CPD and support for staff, helping to maintain and develop the quality of PE provision across the school. • Staff survey feedback indicated that the majority of teachers felt confident delivering PE lessons using the Get Set 4 PE scheme. • Pupils continued to access high-quality PE lessons delivered by increasingly confident staff.	• Whilst staff confidence was generally high, a small number of staff would benefit from further support in specific areas of PE delivery e.g. gymnastics • Baseline and end-of-year confidence measures could be strengthened to provide clearer evidence of the impact of CPD over time. • Greater use of pupil voice would provide additional insight into pupils' experiences and enjoyment of PE lessons.

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What are your next steps for this 2026/27 academic year?

Aim	Why?	Key Area	Supporting evidence
Increase participation in competitive sport	• Only 25% of KS2 pupils participated in inter-school competition. More pupils should have opportunities to represent the school and experience competitive sport.	Key Indicator 5: Increased participation in competitive sport	• Competition registers • School Games records • Participation analysis by year group, gender, SEND and disadvantaged pupils • Pupil voice surveys
Improve swimming attainment and water confidence	• Around a quarter of the cohort entered lessons with low water confidence and front crawl remained challenging for some pupils.	Key Indicator 2: The engagement of all pupils in regular physical activity	• Swimming assessment data • Teacher observations • Swimming instructor feedback • National Curriculum swimming outcomes • Pupil voice
Promote healthy lifestyles and increase physical activity levels	• Play Leaders and lunchtime activities had a positive impact on engagement. • The next step is to identify and target less active pupils to increase participation and physical wellbeing.	Key Indicator 2: Engagement of all pupils in regular physical activity	• Lunchtime activity registers • Pupil lifestyle surveys • Play Leader monitoring records • Staff observations • School Council feedback

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What are your next steps for this 2026/27 academic year?

Aim	Why?	Key Area	Supporting evidence
Sustain and develop extra-curricular participation	• Participation rates are exceptionally high (93% overall, 96% PP and SEND). • The school wants to maintain these levels while ensuring clubs continue to reflect pupils' interests and needs.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	• Club registers • Attendance records • Pupil surveys • School Council feedback • Analysis of participation by key groups
Further develop staff confidence and expertise in PE (gymnastics).	• Staff report confidence in delivering PE through Get Set 4 PE. • Ongoing CPD will help sustain high-quality teaching and develop consistency across the school.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	• Staff confidence surveys • CPD attendance records • Lesson observations • Teacher feedback • PE subject leader monitoring

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PE and school sport checklist

Questions	Yes	Partly	No
Do you have a clear PE and school sport action plan for the year ahead (2026/27), agreed by leadership?	X		
Can you evidence how last year's PE and sport premium funding was spent, and what difference it made?	X		
Do you know what Physical Education looks and feels like in your school and is this delivery high-quality?	X		
Is there a clear plan to develop staff confidence in PE, whether delivery is internal, external or mixed?		X	
Do you have a curriculum that is broad, progressive and properly sequenced across year groups?	X		
Do you know how many pupils are active for at least 60 minutes a day, 7 days a week?		X	
Do you have a clear plan for your extra-curricular club offer?		X	
Is your wider school sport offer, including competitions, festivals, and fixtures planned?	X		
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	X		
Do you have a clear plan for encouraging SEND pupils and less active pupils to become more active and participate in PE and school sport?	X		
If a governor, trust lead or external reviewer asked to see your PE and sport plan for future development, would you have clear evidence and rationale for impact?	X		
Are you clear on existing links with local clubs, and community settings to identify where further support and engagement could be made using local support for enhance your provision?		X	

Plan, monitor and evaluate (2026/2027)

Swimming and water safety

Department for Education

Questions	Yes	Partly	No
Do you have effective data collection systems in place to record and evidence that swimming and water safety provision is on track to meet national curriculum requirements ?	X		
Will any of your year 6 group be accessing top up swimming to enable them to achieve the outcomes below?	X		

Look at the attainment of your current year 6 cohort. Complete by July 31, 2027.

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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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Plan, monitor and evaluate (2026/2027)

Increase participation in competitive sport

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase the number of pupils participating in competitive sport and representing the school.	• Enter Sports Partnership and local competitions • Participate in Trust events including SEND Boccia, Chess and Rounders tournaments. • Organise intra-school competitions; track participation of key groups.	• More pupils participating in competitive sport • Increased confidence, teamwork and resilience; • Broader representation across pupil groups.	• Competition registers • Trust tournament records • School Games records • Participation analysis • Pupil voice.
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

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Plan, monitor and evaluate (2026/2027)

Improve swimming attainment and water confidence.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase the proportion of pupils meeting National Curriculum swimming expectations and develop confidence in the water.	• Identify pupils requiring additional support • Provide swimming top-up sessions • Target pupils with low water confidence • Monitor progress through assessments	• Improved swimming attainment • Increased water confidence • More pupils able to swim 25 metres and perform a range of strokes.	• Swimming assessment data • Instructor feedback • Teacher observation • National Curriculum swimming outcomes • Pupil voice.
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

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Plan, monitor and evaluate (2026/2027)

Promote healthy lifestyles and increase physical activity levels.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increase daily physical activity and improve pupils' understanding of healthy lifestyles.	• Continue Play Leader programme • Provide active breaktimes, lunchtimes and breakfast activities; • Identify less active pupils; • Promote healthy lifestyles through PSHE and assemblies.	• Increased participation in physical activity • Improved awareness of healthy lifestyles • Greater engagement from less active pupils.	• Participation registers • Pupil surveys • Play Leader monitoring • School Council • Feedback • Staff observations .
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

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Plan, monitor and evaluate (2026/2027)

Sustain and develop extra-curricular participation.

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	• Maintain high participation levels in extra-curricular activities. • Ensure opportunities meet the interests of pupils. • Continue to provide equitable access for all groups. Broaden pupils' experiences through participation in a diverse range of sporting and enrichment activities.	• Offer a broad range of breakfast, lunchtime and after-school clubs throughout the year. • Survey pupils to identify interests and shape provision accordingly. • Promote clubs to targeted groups and families to ensure equitable participation. • Continue to provide opportunities through Trust-wide events and tournaments. • Participate in Trust competitions and festivals, including the **SEND Boccia Tournament**, **Chess Tournament** and **Rounders Tournament**. • Monitor participation to ensure pupils from all groups can access opportunities.	• Participation rates remain above previous targets. • Continued strong engagement from SEND and disadvantaged pupils. • Increased pupil enjoyment and participation in extracurricular activities. • More pupils experiencing competition, teamwork and leadership opportunities. • Stronger links across the Trust and greater opportunities for inclusion.	• Club registers. • Attendance records. • Trust tournament participation records. • Pupil surveys and pupil voice. • School Council feedback. • Analysis of participation by key groups (SEND, disadvantaged, gender).
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

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Plan, monitor and evaluate (2026/2027)

Further develop staff confidence and expertise in PE (gymnastics)

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Improve teacher confidence and subject knowledge in teaching gymnastics.	• Deliver gymnastics focused CPD • Utilise specialist PE teacher support Provide modelling, coaching and team teaching opportunities • Attend external training where appropriate.	• Increased staff confidence • improved quality and consistency of gymnastics teaching • Enhanced pupil progress and engagement.	• Staff confidence surveys; • CPD records; • lesson observations ; subject leader monitoring; • staff feedback.
	What impact have you seen?	**Are the improvements sustainable?**	**Supporting evidence**	**Approx. cost**
Evaluate (to be completed by July 2027)				

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Looking ahead and sustainability

Intent - what is your objective and why?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Potential cost?	What supporting evidence will be necessary?	Is this sustainable, or does it require a year-on-year commitment


Bosmere
Together We Achieve
Be kind
Be curious
Be your best
Primary PE & Sport Premium
Excellence Through Engaging Learning
Using PE, sport and physical activity to develop confident, healthy and successful learners.
1 Increase participation in competitive sport
Local competitions and festivals
Trust tournaments including SEND Boccia, Chess and Rounders
Building confidence, teamwork and resilience
2 Develop water confidence and swimming attainment
Targeted support for swimmers
Water safety and confidence
Developing swimming proficiency
3 Strengthen healthy lifestyles and physical activity opportunities
Active lunchtimes and Play Leaders
Healthy choices and wellbeing
Supporting active lifestyles
4 Sustain and further develop extracurricular participation
Breakfast, lunchtime and after-school clubs
Opportunities for all pupils
Responding to pupil interests
5 Further develop staff expertise in PE
High-quality CPD
Specialist teacher support
Improving PE and gymnastics provision
Our Values in Action
Respect
Showing respect for teammates, opponents, staff and officials.
Readiness
Being prepared to participate, learn and embrace challenge.
Resilience
Persevering when learning is difficult and striving to improve.
Active Children Brighter Futures
Excellence Through Engaging Learning
Developing active, healthy and successful learners through PE, Sport and Physical Activity.