

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

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PE and Sport at Dothill Primary School

Dothill Primary School is a member of the Telford and Wrekin School Sports Partnership in association with Telford Langley and Burton Borough Secondary Schools. In addition, we liaise with the School Sports Coordinator at Charlton Academy.

Dothill holds the Platinum School Games Award.

About the PE and Sport Premium

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.

The Childhood Obesity Plan says that at least 30 minutes of daily activity should take place in schools.

All children at Dothill have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Academic achievement can improve in school because of the benefits children can gain. Dothill uses the PE and sport premium funding to help achieve these aims.

Dothill prioritises PE and sport premium spending to improve in the following 5 key areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive sport

Review of the last academic year (2025/2026)



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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	All pupils were provided with equal access to swimming lessons. Additional staffing was deployed to support pupils with SEND, ensuring they could participate alongside their peers in a safe, inclusive and supportive environment. This helped pupils to develop confidence in the water, engage fully in lessons and achieve their personal swimming goals.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Swimming provision was extended to both Year 5 and Year 6 pupils, providing increased time in the pool to develop water confidence, swimming stamina and technical proficiency. The additional curriculum time enabled pupils to practice and refine a range of swimming strokes, including front crawl, backstroke and breaststroke, helping them to use these techniques more effectively and swim competently over longer distances. Pupils who had not yet met the expected standard by the end of Year 5 were given the opportunity to continue swimming lessons in Year 6, ensuring additional support and practice to further develop their competence, confidence and proficiency across a range of strokes.	
3. Perform safe self-rescue in different water-based situations	Water safety and self-rescue skills form an integral part of the school's swimming programme. Pupils are taught how to: Float and maintain buoyancy. Tread water safely. Enter and exit water safely. Understand potential water hazards. Apply self-rescue techniques in different water-based situations. This has improved pupils' awareness of water safety and increased confidence in responding appropriately in aquatic environments.	

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	ECTs accessed targeted PE CPD to develop subject knowledge, improve teaching practice and increase confidence in delivering a broad range of physical activities. The PE Lead attended specialist training, including SEND-focused PE provision, through local sports conferences and networks. Key learning was shared with staff through meetings and ongoing professional development, ensuring teaching remains current and inclusive. Resources, activities and effective teaching strategies were regularly shared to further enhance staff confidence and the quality of PE provision across the school.	T1 Rugby to be introduced into the PE curriculum for KS2 pupils in year 4 and 6. Strategy not yet promoted within the school and staff to receive further training and CPD.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports Ambassadors met regularly with the PE Lead to gather and share pupil voice, helping to shape playground activities and extra-curricular clubs to reflect pupils' interests and preferences. Calm Brain sessions were embedded into the timetable three times a day for all pupils. These movement breaks supported focus, engagement and wellbeing, ensuring pupils had regular opportunities to be active throughout the school day. The Daily Mile was embedded across KS1 and KS2, promoting healthy habits, improving concentration in lessons and increasing physical activity levels, particularly for less active pupils. Playtimes were further enhanced through a wider range of physical activity opportunities, including basketball, hockey, golf and athletics. A dedicated dance area was established, while Jumping Jaxx Play Leaders supported structured playground games. Sports Ambassadors organised activities and acted as positive role models, encouraging active play and inspiring younger pupils to participate.	

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	Children who represented the school at sporting events and competitions were recognised in assemblies, receiving certificates and sharing their achievements with peers: celebrating success, raising the profile of sport, and encouraging wider participation. Sporting achievements and events were regularly featured in the weekly newsletter, celebrating success and strengthening parental engagement. A structured rota ensured all KS1 and KS2 pupils had access to a range of sporting activities during breaktimes and lunchtimes, promoting inclusion, skill development and regular physical activity. Daily rotation of playground zones, including the forest area, adventure playground, gym equipment, dance and football, ensured equitable access and variety. This increased engagement, supported positive behaviour, reduced playground conflicts and encouraged active play. Rotas were shared with pupils each week to maximise awareness and participation.	
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	PE provision was regularly monitored through lesson observations, pupil voice and curriculum reviews. A wide range of whole-school events, including Let Girls Play, National Sports Week, a tennis taster day, Sports Day and World Cup Week, were planned to promote participation and enjoyment in physical activity. These events and monitoring activities ensured that provision remained inclusive, progressive and aligned with national expectations, enabling all pupils to access high-quality physical education, sport and physical activity throughout the year. A broad programme of extra-curricular activities, including Tag Rugby, Forest School, Gardening Club, Basketball, Multi-Sports and Dance, was available to pupils. These opportunities promoted physical health, emotional wellbeing and positive lifestyle habits, with equal access provided for boys and girls across all year groups. Staff working within the SEND provision offered a range of adapted sporting and physical activities to ensure all pupils could participate successfully. Additional staff support was provided for after-school clubs and events, enabling pupils with SEND to access the same opportunities and experiences as their peers.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport	A wide range of sporting competitions was offered across KS1 and KS2, providing pupils with regular opportunities to participate in competitive sport. Through these experiences, pupils developed resilience, demonstrated excellent sportsmanship and achieved success at a range of events. Sport Premium funding supported transport to and from Telford and Wrekin School Sports Partnership events, ensuring that pupils were able to access a broad range of competitive opportunities. Participation in these events strengthened the school's engagement with local sporting networks and enabled pupils to represent the school with pride while gaining valuable competitive experiences.	

Aims for the next academic year (2026/2027)



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Aim	Why?	Key Area	Supporting evidence
Strengthen staff confidence, knowledge and subject expertise to deliver high-quality PE and ensure all pupils receive at least two hours of PE each week.	To improve the quality and consistency of PE provision across the school and increase outcomes.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	Staff confidence surveys, lesson observations, pupil attainment data, pupil voice and PE monitoring.
Ensure pupils with SEND have equal access to sports, physical activity and enrichment opportunities throughout the year.	To promote inclusion and increase participation in physical activity for all pupils, including those within the SEND provision.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Participation data, sporting events and festivals, after-school clubs, playtime observations, pupil voice and staff feedback.
Increase physical activity levels among the least active pupils through targeted opportunities and enhanced active play provision.	To improve engagement, enjoyment and participation in physical activity, supporting pupils' physical and emotional wellbeing.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupil voice, participation records, playtime observations, competitions, engagement data and attainment information.
Provide staff with specialist training to increase confidence in delivering Tag Rugby.	To broaden curriculum provision and ensure high-quality teaching of a wider range of sports.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	Staff confidence surveys, lesson observations and curriculum monitoring.
Increase participation in inter-school competitions through the Telford and Wrekin School Sports Partnership (TWSSP).	To provide pupils with more opportunities to experience competitive sport, represent the school and develop resilience and teamwork.	5. Increasing participation in competitive sport.	Competition participation records, event outcomes and pupil voice.
Increase competitive football opportunities for girls through fixtures, festivals and training opportunities.	To promote equal access to sport, develop football skills and encourage greater participation in competitive sports among girls.	4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	Competition records, pupil voice, participation data and lunchtime training attendance.

Plan, monitor and evaluate (2026/2027)

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
Plan and monitor (Complete now and monitor)	To increase the physical activity levels of all pupils, particularly the least active, by identifying targeted children and providing a range of opportunities for movement throughout the school day, including active lessons, movement breaks, the Daily Mile and an enhanced lunchtime physical activity offer.	Sports Ambassadors and Jumping Jaxx Play Leaders to deliver structured games and activities during lunchtimes. Provide staff CPD to develop confidence in leading active play and movement opportunities. Continue to enhance outdoor play provision with a wider range of equipment and activity zones. Establish girls' football training and enter TWSSP competitions. Target identified least active pupils through increased participation in active lessons, movement breaks, the Daily Mile and lunchtime activities.	Increased physical activity levels and engagement, particularly among the least active pupils. A confident team of pupil leaders promoting active, inclusive play across the school. Staff actively encouraging and modelling participation in physical activity. A more active, inclusive and positive playground that meets the needs of all pupils including those with SEND and girls.	Pupil voice and Sports Ambassador feedback. Playground observations, including participation of targeted pupils. Club, activity and competition participation data. Staff feedback and monitoring records. Sports Ambassador meetings notes and action plans.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (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
Plan and monitor (Complete now and monitor)	To ensure the effective delivery of the PE curriculum by auditing, organising and developing PE resources so that equipment is readily accessible, fit for purpose and appropriately matched to each unit of work, enabling high-quality teaching and learning across the school.	Audit PE equipment and resources to identify gaps, replace damaged items and ensure sufficient provision across all year groups. Organise and label resources so they are easily accessible and linked directly to curriculum units. Purchase additional equipment where needed to support the effective delivery of PE lessons. Regularly review and maintain resources to ensure equipment remains safe, fit for purpose and aligned with curriculum requirements.	Staff can confidently access appropriate resources to deliver high-quality PE lessons. PE lessons are well-resourced, engaging and aligned to curriculum objectives. Increased efficiency in lesson preparation and improved consistency of PE provision across the school. Pupils benefit from a broader range of activities and high-quality learning experiences.	PE resource audit and inventory records Staff feedback and confidence surveys Lesson observations and PE monitoring Curriculum coverage and planning reviews Pupil voice regarding enjoyment and engagement in PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here