

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2024/2025)

- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focussed spending on key groups such as SEND, girls and disadvantaged pupils.

<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	60% New use of Mobile Pools UK who came on site for the first time to build and deliver swimming lessons in temporary pool. Year 3 and Year 4 children were swimming for longer periods of time compared to previous provision – 1 hour every day, for 10 full days (2 school weeks).	School swimming focused on Year 3 and Year 4, whereas data (to the left) related to the current Year 6 2024/2025 cohort. This makes it slightly more difficult to monitor children's swimming ability after they finish swimming provision in school. The data to the left is slightly lower than previous Year 6 cohorts. As a result, Sports Lead has a performance management focus on future swimming to ensure data is greater (and more accurate)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	54% New use of Mobile Pools UK who came on site for the first time to build and deliver swimming lessons in temporary pool. Year 3 and Year 4 children were swimming for longer periods of time compared to previous provision – 1 hour every day, for 10 full days (2 school weeks).	School swimming focused on Year 3 and Year 4, whereas data (to the left) related to the current Year 6 2024/2025 cohort. This makes it slightly more difficult to monitor children's swimming ability after they finish swimming provision in school. The data to the left is slightly lower than previous Year 6 cohorts. As a result, Sports Lead has a performance management focus on future swimming to ensure data is greater (and more accurate)
3. Perform safe self-rescue in different water-based situations	69% New use of Mobile Pools UK who came on site for the first time to build and deliver swimming lessons in temporary pool. Year 3 and Year 4 children were swimming for longer periods of time compared to previous provision – 1 hour every day, for 10 full days (2 school weeks).	School swimming focused on Year 3 and Year 4, whereas data (to the left) related to the current Year 6 2024/2025 cohort. This makes it slightly more difficult to monitor children's swimming ability after they finish swimming provision in school. The data to the left is slightly lower than previous Year 6 cohorts. As a result, Sports Lead has a performance management focus on future swimming to ensure data is greater (and more accurate)

Review of the last academic year (2024/2025)

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	Sports Lead has continued to provide high quality exemplar PE planning, delivery and assessment - This has ensured children have had access to specialist sports teaching - Class teachers have had high quality PE lessons modelled for them to replicate or progress in their own delivery Year 6 Staff have engaged with the Hemel Hempstead Snow Centre to ensure that they are fully aware of skiing lesson outcomes, so that these can be used in formative and summative assessments for PE. Sports Lead has attended 2 PE leads meetings throughout the year, hosted by the Dacorum School Sports Network. - new or upcoming relevant knowledge then shared with other staff members and SLT back in school	Sports Lead has not been able to attend every PE leads meeting due to school commitments
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Every term there has been 10 after-school sports clubs on offer for children to regularly participate in (as well as non-sporting opportunities such as art & craft, and woodland) 66% of children have attended at least 1 after-school club throughout the year, which is additional to any physical activity that takes place through the day - this percentage does not represent the number of children who attended our "Friday Freewheel" sessions, allowing children to be physically active on school grounds for an additional hour at Tudor on a Friday afternoon. This usually saw around 150-200 pupils attend on a weekly basis. Increased physical activity at breaktimes and lunchtimes through investment of more playground equipment (highly led by pupil voice through our Tudor Owls Team / school council)	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Tudor has achieved the Platinum School Games Mark for the first time - This was shared on newsletters, website, and parent communication to promote huge success Children have been keen to share their performances and skill progressions in class sharing assemblies Children's sporting success stories (both inside and outside of school) have been shared in Friday celebration assemblies, allowing pupils to talk about their activities and for the rest of the school to congratulate them School Twitter is regularly updated with sports success stories, and live updates at inter-school competitions for parents to follow in real-time	Plans to remove school Twitter page – intend to use a different form of social media to share school coverage Sports Lead did not attend all sports competitions, so live updates on school's Twitter page could not always be possible - Though, children were able to share successes when back in school that same day/week

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	Balanceability is fully integrated into the EYFS and Year 1 PE Curriculum Sports Lead has delivered 1 term of Balanceability sessions to EYFS children, offering the opportunity for other staff members to observe high-quality delivery EYFS and KS1 Staff have attended formal Balanceability qualification, with KS1 staff members delivering at least 1 term of consecutive and progressive sessions to their class - EYFS and KS1 members of staff are also aware of Balanceability outcomes, and are able to now confidently assess children on these Every member of Year 6 was offered skiing lessons (alongside the PE curriculum) at the Hemel Hempstead Snow Centre, with every child participating in at least 2 sessions - Cost to parents for these additional lessons was heavily reduced due to part school funding	EYFS Class Teachers have not had the opportunity to deliver Balanceability sessions to their class, but this has already been scheduled to take place next year. Small number of Year 6 pupils not participating in all skiing sessions (4 in total) due to injury or parent withdrawal Sports Lead has contacted Friends of Tudor committee (PTA organisation) to seek support for Archery Tag investment, but have not yet heard back
5. Increasing participation in competitive sport	Tudor has been represented at 16 different sports competitions throughout the year - At least one for each year group throughout the school Every child in Reception, Year 1 and Year represented the school in an inter-school competition 59% of children from Reception to Year 6 represented the school in an inter-school competition Continuation of intra-school competitions between year groups and classes Extremely positive feedback from all parties (pupils, staff and parents) regarding competitive School Games Day (Sports Day) Tudor is represented for the first time at the Dacorum Dance festival, achieving 3rd place overall for KS2. Tudor has been represented by both boys and girls football team again this year.	Slightly lower percentage of children representing the school due to varying reasons – THOUGH, children that did not represent the school in competitive sport were offered the opportunity to participate in a Gymnastics Airtrack day, led by Hemel Hempstead Trampolining Club.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 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*
 5. *Increasing participation in competitive sport*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	59% Evidenced by swim teachers at Hemel Hempstead Leisure Centre	1% lower than previous year. These children participated in swimming in Year 4 at previous provider, where we believed that time in the pool may have been limited by transport to the provider and back. Current provider has already changed to an on-site pool to combat this for future cohorts.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	77% Evidenced by swim teachers at Hemel Hempstead Leisure Centre	23% higher than previous year. High focus from previous swimming provider on using a range of strokes. Very positive to see such a large increase, but need to now focus more on children also achieving their 25m proficiency too.
3. Perform safe self-rescue in different water-based situations	83% Evidenced by swim teachers at Hemel Hempstead Leisure Centre	14% higher than previous year. Need to increase focus on children able to swim 25m confidently too.

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Ensure the enhancement of training opportunities/ qualifications of PE deliverers, with particular focus on the Sports Lead's management of sporting provision at Tudor	Staff members are growing in confidence with their planning, delivery and assessment in most areas of the PE curriculum. This further focus on upskilling will ensure this confidence covers ALL areas of the curriculum, by targeting areas that have been identified by class teachers.	Key area improvement 1 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	- Regular observations of class teacher-led PE delivery - Staff have access to high quality exemplar in school, and are able to confidently express how they have been supported - Enhancement of performance of sports coach with formal CPD training - PE curriculum has been lead (and adapted where necessary) to a high standard, with assessment data showing this
Balanceability training for Reception and Year 1 Class Teachers	Class teachers to deliver Balanceability programme in PE lessons during the summer term, so need to be fully aware of assessment outcomes and session ideas.	Key area improvement 1 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	- Balanceability has been delivered on both the EYFS and Year 1 PE curriculum - Balanceability equipment (bicycles and helmets) are maintained and fit for purpose in every session - Sports Coach to share learning from formal Balanceability Learn to Cycle Training - Sports Coach and Reception Teachers have jointly delivered at least 1 term of Balanceability sessions - EYFS and KS1 staff are aware of Balanceability outcomes - Reception Teachers and Year 1 class teachers to attend formal training and achieve qualification to deliver
Replacement and upgrade of Scooters, Bicycles and Tricycles on Foundation Stage Playground	Current scooters, tricycles and bicycles are showing their age, with many now not fit for purpose. These are used daily by children in EYFS, so all resources in this area need to be of optimum standard so that equipment is sustainable for as long as possible. This equipment has not been upgraded/updated in over 5 years.	Key area improvement 2 - Increasing engagement of all pupils in regular physical activity and sporting activities Key area improvement 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	- Sports Coach to source new scooters, bicycles and tricycles that are of a good standard and sufficient for daily usage, with support from Early Years lead - Children have daily usage of new equipment - EYFS have regular access to equipment during play and learn - Children gain notable confidence on bicycles and tricycles prior to Balanceability PE sessions in Reception and Year 1
Investment in new PE and breaktime equipment across the school	Regular updates of breaktime equipment ensures that children are fully engaged during these times, so physical activity levels remain high. Upgrading PE equipment also ensures that the curriculum continues to be broad, and is inviting for children to participate in a wider range of activities.	Key area improvement 2 - Increasing engagement of all pupils in regular physical activity and sporting activities Key area improvement 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	- Children are notably active at breaktimes - Pupil voice can share positive feedback about breaktime play and equipment usage - New PE equipment is ordered that can be used in classrooms to ensure lessons remain of the highest quality (in case of poor weather, and the hall being used already)
Continue to attend Skiing lessons (at Hemel Hempstead Snow Centre) as part of the PE provision, with PE premium funding large portion of costs	Skiing alongside the PE curriculum is a huge achievement for our school. With costs continuing to rise for lessons, funding will allow all Year 6 children the opportunity to participate.	Key area improvement 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	- Every member of Year 6 is offered skiing lessons at the Hemel Hempstead Snow Centre - Year 6 attend weekly skiing lessons in the summer term alongside the PE curriculum - Year 6 staff members are fully aware of the lesson outcomes so this can be used to evidence pupil assessments - Costs to parents of skiing lessons is heavily reduced due to part school funding
To pay for subscription to DSSN, ensuring that children are able to participate in inter school sporting opportunities	Children can attend a wide variety of inter-school competitions, allowing more children to represent Tudor. Sports Lead is also provided with local and national updates, as well as further CPD offerings.	Key area improvement 5 - Increasing participation in competitive sport	- Children (individual and groups) able to participate in inter-school sporting events and festivals - DSSN support the school with Sports Coach (attendance of PE leads meeting) - Staff training opportunities to be offered or led by DSSN staff. - Tudor represented at the Dacorum Dance festival for the second time
Transport to inter-school sports competitions	Transport costs have increased greatly, which limited the number of competitions attended last year. Targeted spending here should allow us to get back to attending more competitions in the local area.	Key area improvement 5 - Increasing participation in competitive sport	- High percentage of children to take part in a school festival/ fixture, and are inspired to improve performance. - Tudor increases the number of sports on offer (and competed in) to engage a wider range of children.

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focussing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 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*
 5. *Increasing participation in competitive sport*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	<i>Develop lunchtime play provision to increase activity for least active groups.</i>	<i>Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL</i>	<i>A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model. A happier, more active playground that meets the needs of all pupils especially SEND and girls.</i>	<i>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</i>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<i>Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active</i>	<i>Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?</i>	<i>100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes</i>	<i>Physical Resources - £1000 CPD for staff - £500 OPAL - £8000</i>

Your Objective: Upskilling of staff



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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	Further develop the expertise and confidence of all PE deliverers through targeted training and qualification opportunities, ensuring high-quality, consistent provision across Tudor and strengthening the Sports Lead's strategic leadership and oversight of the school's PE and sporting offer.	- Ensure pupils have weekly access to skilled and appropriately qualified sports coaching alongside class teacher-led PE. - Provide targeted CPD, training and qualification opportunities to develop staff knowledge, confidence and competence in PE delivery. - Establish opportunities for staff to observe and learn from high-quality PE practice led by the Level 6 qualified Sports Lead. - Provide ongoing guidance, mentoring and support to staff to improve the consistency and quality of PE teaching across the school. - Monitor PE delivery and staff development to identify further training needs and support continuous improvement.	Pupils experience a consistently high-quality PE offer, with greater opportunities to develop physical, social and sporting skills. Increased staff confidence and expertise will contribute to more engaging lessons, greater participation and enjoyment, and improved progression for pupils of all abilities.	- Positive pupil and staff feedback demonstrating increased enjoyment, confidence and engagement in PE. - Lesson observations show consistent, high-quality teaching, appropriate differentiation and effective progression. - Increased participation in PE lessons, clubs, competitions and wider sporting opportunities. - Assessment evidence demonstrates improved physical and sporting skills across year groups and abilities. - CPD records and staff feedback evidence increased confidence and competence in delivering PE.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	PE provision has continued to develop at a high standard, with strong subject leadership, ongoing staff support and regular monitoring helping to improve consistency across the school. Pupils have benefited from increased access to high-quality PE, a broad range of extra-curricular opportunities and engaging sporting experiences, supporting participation, enjoyment, confidence and wider personal development	The improvements are sustainable both in the short and long term, as PE leadership, monitoring and staff development are now embedded within the school's ongoing practice. Regular observations, bespoke support and the sharing of expertise will continue to build staff confidence and capacity, ensuring high-quality PE provision is not dependent on one individual. The established programme of clubs, competitions and enrichment opportunities can therefore continue to develop and adapt over time, supporting a strong and sustainable sporting culture across the school.	- PE Subject Leadership continued to be managed at Platinum rated level (School Games Mark) - Sports Lead continues to lead the PE delivery of at least one PE session per week in EYFS and UKS2 – children have access to high-level coaching - Sports Lead has offered bespoke support to ALL class teachers' – targeted interventions, session planning, delivery. - Termly observations of class teacher delivery, with feedback provided in order to improve practices across the school 16 sporting and 10 non-sporting afterschool clubs managed across the school 65% of children attended at least one afterschool club this year - Wide range of intra-school sporting competition and enrichment opportunities – GB Athlete Visit from Liam Jury and Sam Walker, and Glow in the Dark Dodgeball for example.	£9856

Your Objective: Balanceability Training for Staff

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Provide Balanceability training for Reception and Year 1 class teachers to develop staff confidence, knowledge and competence in delivering high-quality balance and cycling skills provision.	- EYFS and Year 1 class teachers to attend Balanceability training to develop staff confidence and consistency in teaching balance and cycling skills. - Sports Lead to complete the higher-level Get Cycling in Schools programme and share key learning, strategies and resources with relevant Tudor staff. - Embed Balanceability and cycling skills within the EYFS and KS1 PE curriculum and outdoor provision. - Provide ongoing support and opportunities for staff to apply and develop their learning through practical delivery.	Pupils in Reception and Year 1 develop stronger balance, coordination and cycling skills through regular, consistent opportunities to practise and apply these fundamental movement skills. Increased access to high-quality balance and cycling provision will support pupils' physical development, confidence and readiness to progress towards independent cycling.	- All Balanceability sessions demonstrate clear structure, progression and engaging delivery. - At least 80% of pupils demonstrate increased confidence and independence when using balance bikes and scooters. - The number of pupils able to cycle independently increases from baseline assessment to the end of the summer term. - Balanceability continues to be delivered as a planned and assessed part of the EYFS and KS1 PE curriculum, with 100% of relevant classes receiving provision in the summer term.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have benefited from increased access to high-quality cycling and Balanceability provision, supported by improved staff expertise and additional equipment. Regular opportunities to develop balance, coordination and cycling skills have strengthened pupils' confidence and ability, while the wider school's engagement with cycling continues to grow through active travel and enrichment opportunities.	The improvements are sustainable through increased staff expertise, with all EYFS and Year 1 staff now qualified to deliver Balanceability (including in future academic years). Daily use of the bikes will embed cycling development within normal provision, supported by regular equipment maintenance and continued staff development. The Sports Lead will continue to share best practice and promote cycling opportunities across the school. cycling/scooting to school, and attendance at Freewheel Friday sessions	- Further 3 members of staff are now fully qualified to deliver the Balanceability programme - this means ALL EYFS and Year 1 staff have fully accredited qualification (and Sports Lead) - Sports Lead has attended the Get Cycling in Schools programme, whereby our practices used as model examples for other schools - Upon attendance of GCIS course, Tudor received a further 6 Balanceability bikes and helmets FREE OF CHARGE - New balance bikes are used daily in EYFS play and learn sessions, with feedback stating that balance and coordination skills have increased greatly - Passion for cycling continues to rise across the whole school, evidenced by the number of children cycling/scooting to school, and attendance at Freewheel Friday sessions	£396

Your Objective: Replacement of existing EYFS playground bicycles and tricycles



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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	Replace and upgrade the existing scooters, bicycles and tricycles on the Foundation Stage playground to ensure pupils have access to a safe, high-quality and age-appropriate range of equipment that supports the development of balance, coordination and fundamental movement skills.	- Liaise with the Early Years Lead to identify equipment needs and source suitable new scooters, bikes and trikes. - Establish a regular maintenance schedule to ensure bicycles, tricycles and scooters remain safe, functional and sustainable. - Embed daily opportunities for children to use equipment as part of continuous provision and play-based learning. - Provide children with regular opportunities to develop familiarity, confidence and control on bicycles and tricycles ahead of formal Balanceability sessions in Reception and Year 1.	Pupils will have increased opportunities to develop and practice essential cycling and scooter skills, including balance, steering, coordination, braking and spatial awareness. Regular access to a wider range of high-quality bicycles, tricycles and scooters will support progression towards greater confidence, control and independence when riding.	- All existing assessed, with damaged or unsuitable equipment replaced. - Baseline and follow-up observations show improved balance and coordination - Pupil participation in cycling, tricycle and scooter activities increases across the year. - At least 80% of pupils demonstrate improved confidence and independence when using the equipment, measured through staff assessment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<i>12 new bicycles, tricycles and scooters from Sensory Education were ordered, but despite repeated contact, the equipment was never delivered and the school's legal team ultimately became involved.</i> To ensure the intended impact was still achieved, the Sports Lead refurbished four older bicycles and carried out maintenance on a further nine bicycles/tricycles, enabling more pupils to continue participating. The Sports Lead also completed the 'Get Cycling in Schools' course, resulting in the school being gifted six brand-new bicycles. These are now used daily on the Early Years playground, significantly increasing opportunities for pupils to develop their cycling skills, confidence, balance	The improvements are sustainable in the long term through regular maintenance, refurbishment and responsible management of the school's existing cycling equipment. Refurbishing 4 bicycles and maintaining a further 9 has extended the useful life of older resources, while the 6 newly gifted bicycles provide additional long-term capacity. The Sports Lead's cycling expertise will support ongoing maintenance and ensure equipment remains safe, usable and available for daily EYFS provision.	4 older bicycles refurbished and 9 bicycles/tricycles maintained, increasing the number of usable bikes available to pupils. 6 new bicycles and helmets secured through the 'Get Cycling in Schools' course and now used daily on the EYFS playground. - Increased opportunities for pupils to practise cycling, balance and coordination skills through regular access to equipment.	£1753

Your Objective: Investment in new PE and breaktime equipment



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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	Invest in high-quality, inclusive PE and breaktime equipment across the school to enhance participation, broaden opportunities for physical activity and support the development of pupils' fundamental movement and sporting skills.	- Provide a varied range of inclusive activities and equipment to engage pupils of different ages, abilities and interests throughout the year, across all seasons. - Organise and maintain equipment to support active, purposeful breaktimes and promote positive behaviour. - Audit classroom and PE equipment needs and purchase high-quality resources to ensure staff have the equipment required to deliver consistently effective PE lessons. - Review pupil participation and engagement regularly to ensure the range of activities continues to meet the needs and interests of all pupils.	Pupils have access to a wider and more varied range of equipment, encouraging greater participation in physical activity during PE, breaktimes and lunchtimes. Increased opportunities to practise different skills and activities will support the development of fundamental movement skills, sporting ability, confidence and enjoyment, while ensuring equipment is accessible to pupils of all abilities.	- Equipment audit shows an increased range and quantity of PE and breaktime equipment available across the school. - Participation in active breaktimes, lunchtimes and PE increases, evidenced through observations - Pupil voice shows increased enjoyment, confidence and choice in physical activity. - Assessment and observation evidence shows improved fundamental movement and sporting skills. - Equipment is regularly accessed by pupils across all year groups and abilities, including SEND pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have continued to benefit from a broad and varied range of opportunities to be physically active throughout the school day. Expanded sporting provision and the introduction of new activities have increased choice, engagement and participation, while investment in indoor resources has ensured high-quality physical activity and PE can continue regardless of weather or available space.	Physical activity continues to be embedded across the school's curriculum, breaktimes, lunchtimes and extra-curricular provision. The introduction of new sports and investment in versatile equipment has created a broader, more diverse offer that can be maintained and developed over future years. Staff knowledge, established routines and durable resources provide the foundations for continued participation, while pupil voice will help shape and refresh the offer as interests and needs evolve.	- Breaktimes and lunchtimes remain a hive of activity, with a range of activities on offer on a daily basis - Tudor Owls requested for skipping to be available at breaktimes - Lunchtimes typically include football, tennis, basketball, as well as other games 3 new sports introduced to the school's provision, implemented into the PE curriculum and extra-curricular offering: - Gaelic Football - Scouting - Archery Tag - Investment in classroom PE activities so that PE remains high-quality and linked to a range of relevant objectives, in case of poor weather and hall being unavailable; shuffleboard, classroom curling, table tennis	£2500

Your Objective: Skiing Lessons in Year 6



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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	Continue to provide skiing lessons at Hemel Hempstead Snow Centre as part of the school's PE provision, using PE Premium funding to support a significant proportion of the associated costs and ensure pupils have access to a diverse and enriching sporting opportunity.	- Use PE Premium funding to subsidise the cost of skiing for each Year 6 pupil, reducing financial barriers and enabling all pupils to access the opportunity. - Liaise with Hemel Hempstead Snow Centre to organise sessions and ensure provision is accessible to all Year 6 pupils. - Monitor participation and attendance to ensure all pupils are given the opportunity to take part.	Pupils experience a unique and challenging sporting opportunity that develops balance, coordination, agility and body control. Continued access to skiing will broaden pupils' sporting experiences, increase confidence and resilience, and encourage them to engage positively with a sport they may not otherwise have the opportunity to experience.	- At least 90% of Year 6 pupils participate in the skiing sessions. - At least 90% of pupils demonstrate measurable improvement in balance, coordination, agility or body control between initial and final sessions. - At least 80% of pupils report increased confidence and enjoyment in skiing through pupil voice. - At least 75% of pupils report increased willingness to try new or unfamiliar sporting activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Pupils have benefited from access to an enriching and challenging sporting experience that may otherwise be unavailable to them. Skiing has broadened Tudor's sporting offer while supporting the development of physical skills, confidence and resilience, with reduced costs helping to make the opportunity accessible to the whole Year 6 cohort.	Skiing continues to be a fully integrated part of Tudor's wider PE and sporting provision, rather than being a one-off enrichment activity. Established links with Hemel Hempstead Snow Centre, staff knowledge of pupil progress and the use of PE Premium funding to reduce costs provide a strong foundation for continuing the opportunity for future Year 6 cohorts. The provision can be reviewed and developed annually to maintain accessibility and ensure skiing remains a valued part of Tudor's sporting offer.	- Skiing is continued to be offered as a fully integrated part of Tudor's sports provision - Every pupil in Year 6 has been offered skiing lessons at the Hemel Hempstead Snow Centre - Year 6 pupils have attended weekly skiing lessons in June 2026 (4 sessions in total) - Year 6 staff members are fully aware of every lesson outcome and pupil attainment, so this can be used to evidence whole PE pupil assessments - Costs to parents of skiing lessons was heavily reduced	£600

Your Objective: Dacorum School Sports Network (DSSN) Membership



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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	Maintain membership of the Dacorum School Sports Network (DSSN) to ensure pupils have continued access to a wide range of inter-school competitions, sporting events and opportunities to represent Tudor.	- Maintain active membership of the Dacorum School Sports Network (DSSN) to access wide range of inter-school competitions, sporting events and opportunities for pupils to represent Tudor. - Engage with DSSN training, consultation and professional development opportunities to support staff knowledge and strengthen the school's PE and sporting provision. - Maintain regular communication with the DSSN to identify relevant competitions, training and opportunities throughout the year.	Pupils will benefit from continued access to inter-school competitions, sporting events and opportunities to represent Tudor, increasing participation in competitive sport and strengthening links with local schools. The DSSN will also provide the Sports Lead with local sporting updates and relevant CPD opportunities for staff, supporting professional development and strong links with the wider sporting community.	- Increase the number of pupils representing Tudor in inter-school competitions compared with last year (59%) - Tudor is represented at a minimum of 10 DSSN sporting events across the academic year. - Representation includes pupils from all year groups - At least 80% of participating pupils report increased enjoyment and confidence in competitive sport through pupil voice. - Sports Lead records and shares relevant local sporting opportunities and updates with staff throughout the year. - Staff access a minimum of 3 DSSN-supported CPD opportunities
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Tudor has continued to provide pupils with a wide range of opportunities to represent the school and participate in inter-school competition, ensuring that pupils from every year group has had the opportunity to compete. This has supported increased participation, confidence and a strong sense of school pride, while continued success across a range of district competitions demonstrates the positive impact of the school's sporting provision. Links with DSSN have also enabled Tudor to access further training, guidance and enrichment opportunities, strengthening the quality and breadth of provision.	Established links with the DSSN continue to maintain a strong culture of competitive sport at Tudor. Regular participation in inter-school competitions continues to be embedded across the school. Continued access to DSSN training, enrichment and external partnerships has provided ongoing opportunities to develop staff practice, broaden the sporting offer and maintain high levels of pupil participation for future cohorts.	- Tudor has been represented at 13 different sports competitions across the district - EVERY child from Year 1 – Year 5 has represented the school in at least one inter-school competition this year - Tudor has continued to achieve highly in district competitions; (Year 1 Multi-Sports Winners, Year 3 Target Games Champions, Year 5/6 Boys Football Tournament District Champions, Year 5/6 Football League Semi-Finalists, KS2 Dacorum Dance Runners Up) - DSSN has continued to share training and enrichment opportunities that Tudor has followed up – Links with Premier Education, the LTA, AfPE Swimming Guidance	£1545

Your Objective: Transport to inter-school competition



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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	Provide appropriate transport to inter-school competitions and sporting events, ensuring all pupils have equitable access to represent Tudor and participate in competitive opportunities beyond school.	• Arrange appropriate transport for participating pupils to ensure transport costs do not prevent attendance. • Provide opportunities for a wider range of pupils to represent Tudor across a variety of sporting events and competitions. • Monitor participation to ensure pupils have regular opportunities to experience competitive sport and represent the school.	Pupils will have reliable and equitable access to inter-school competitions and sporting events, removing transport barriers and enabling more children to represent Tudor. This will increase participation in competitive sport, provide valuable team experiences and support pupils' confidence, resilience and sense of achievement.	• 100% of planned competitions have appropriately sourced transport where required • Increase the number of pupils representing Tudor in inter-school competitions compared with the previous academic year (59%) • Participation data shows representation from a broad range of year groups and abilities, including SEND and PPG children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Providing transport to inter-school events has helped remove barriers to participation and ensured that pupils across the school have been able to access competitive opportunities. This has supported inclusive participation, enabling every child in Years 1–3 to represent Tudor in their respective competitions, while transport arrangements have also supported wider access to events throughout the year. Planned provision for Year 6 was in place but had to be postponed due to extreme heat.	Funding supported the planning of inter-school competition by removing some financial and logistical barriers that we have experienced previously. The Sports Lead will continue to identify transport requirements in advance and use this approach where possible, ensuring ALL pupils can access competitions and represent Tudor regardless of distance or transport costs.	• Transport provided to 7 inter-school events • Year 1, 2, and 3 have all benefited from transport to inter-school competition, allowing EVERY child in these year groups to represent the school (Year 4 competition on site, and Year 5 competition was a walkable distance to off-site venue)	£3000