



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



Commissioned by



Department
for Education

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GLC Herringham Primary Academy
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Aims for the next academic year (2025/2026)



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Sports Premium Amount: 2025-2026: £19,931

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5 key areas improvements will be focusing 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

Key Priorities: Priority 1: High-Quality Teaching and Curriculum Excellence

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To ensure every child receives a strong standard of PE teaching and learning.	Steplab contribution: £500	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Teachers receive instructional coaching, low stakes feedback to continuously improve their teaching practice and receive quality professional development [study modules/GLC], using the Steplab platform.	Sustainable Legacy: Investing heavily in CPD and instructional coaching equips our teachers with lasting expertise that will benefit current and future cohorts. Increased Staff Confidence: 100% of staff (including new hires) will feel highly confident and skilled in delivering all aspects of PE, including specialist areas like dance and basketball. Improved Pupil Outcomes: Consistently high-quality teaching across the school will accelerate pupils' physical literacy, skill progression, and overall enjoyment of PE.
	Specialist Basketball coach [Green House]: £3000		Specialist coaching/team teaching support for teachers focusing on basketball.	
	Staff PE induction: 2 days: £500		Lessons covered to ensure newly appointed PE staff member receives a thorough induction and is given the opportunity to observe best practice in PE within the academy & across the Trust.	
	Dance CPD [Meadow song]: £500		Year 3 dance unit: Teacher to attend a full day's training focused on Dance [Meadow song] - transferable skills across the dance curriculum.	

Key Priorities: Priority 2: Embed an Active, Healthy School Culture

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To increase daily active minutes for all pupils by providing structured, engaging, and high quality playground provision.	£2500	Increasing engagement of all pupils in regular physical activity and sporting activities Raising the profile of PE and sport across the school, to support whole school improvement	-Launch lunchtime strategy following feedback from school council. Ensure pupils have access to high quality PE and school sport related resources. -PE teachers to coach/model effective practice to support staff. -Further development of play leaders to take a lead role on the playground at lunchtime. -Development of quiet zones for pupils to access [ie: reading/mental health & wellbeing]	Sustained Physical Activity and Healthy Habits: Pupils consistently meet daily active minutes and develop lifelong healthy routines through structured play, active commuting initiatives, and a whole-school health focus. Enhanced Well-being and Resilience: Pupils demonstrate improved emotional regulation and confidence, supported by accessible quiet zones, targeted well-being initiatives, and expanded outdoor Forest School learning.
To embed a holistic, whole-school health and well-being strategy that empowers pupils to understand and adopt lifelong healthy habits.	£500		-Further implement the academy's Health strategy through: Posters, assemblies, newsletter promotion [with links to local and national organisations], pupil wellbeing leads, etc.	Empowered Leadership and Cohesive Culture: Empowered pupil leaders and upskilled staff actively drive peer engagement, embedding a highly visible culture of health and raising the profile of PE to support overall school improvement.
To increase the percentage of pupils safely and actively commuting to school by promoting and facilitating active travel initiatives.	£600		-Implement universal scooter training led by Thurrock Council for all Year 1 pupils.	

Key Priorities: Priority 2: Embed an Active, Healthy School Culture [Con't]

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To boost mental well-being and physical resilience by expanding our Forest School provision	£1500	Increasing engagement of all pupils in regular physical activity and sporting activities Raising the profile of PE and sport across the school, to support whole school improvement	-Staff training [Forest school lead] -Specialist resources - non-fixed physical equipment to facilitate active outdoor learning (eg: dens, radios, orienteering.) -Targeted interventions for pupils and families -Holiday school and transition activities	Sustained Physical Activity and Healthy Habits: Pupils consistently meet daily active minutes and develop lifelong healthy routines through structured play, active commuting initiatives, and a whole-school health focus. Enhanced Well-being and Resilience: Pupils demonstrate improved emotional regulation and confidence, supported by accessible quiet zones, targeted well-being initiatives, and expanded outdoor Forest School learning.
To provide a comprehensive programme of extra-curricular PE and school sport related activities , covering a range of interests & talents.	£4000		-Devise and implement a comprehensive extra-curricular offer, including before and after school activities, in-response to pupil conferencing. -Track attendance and carry out pupil conferencing to measure the impact.	Empowered Leadership and Cohesive Culture: Empowered pupil leaders and upskilled staff actively drive peer engagement, embedding a highly visible culture of health and raising the profile of PE to support overall school improvement.

Key Priorities: Priority 3: Broader experience of a range of sports and activities offered to all pupils.

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
Ensure all Year 6 pupils meet the national expectation of swimming 25 metres.	£2500	Raising the profile of PE and sport across the school, to support whole school improvement	Use assessment data/survey parents/carers to identify pupils who are not yet able to swim 25m - implement a targeted intensive catch-up swim course.	For Catch-up Swimming: 80-100% of Year 6 pupils leave the academy confident in the water, capable of swimming the national expectation of 25 metres, and equipped with vital water safety and self-rescue skills. For Girls' Basketball & Football: Increased female engagement in competitive sports, leading to greater self-confidence, teamwork skills, and parity in extracurricular sports participation. For SEND PE Equipment: All pupils, regardless of their needs, demonstrate increased physical literacy, engagement, and enjoyment in PE lessons through fully accessible and adaptive activities.
Increase girls' participation and representation in basketball through dedicated training and external tournaments.	£3000	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	Implement a girls' basketball team to engage in inter-academy tournaments at the Gateway Learning Community in partnership with Green House.	
Empower girls with their own football teams and opportunities to compete in local school tournaments.	£500	Increasing participation in competitive sport	Implement a girls' football team to engage in Borough competitions [Football Association/School Sports Partnership fees]	

Key Priorities: Priority 3: Broader experience of a range of sports and activities offered to all pupils.

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
Invest in targeted PE resources and equipment to ensure all pupils, including those with SEND and in bespoke provisions, can fully access and participate in lessons.	£1000	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 and ensure equal access to sport for boys and girls	As part of the focus on adaptive and inclusive teaching, purchase resources which support and enable pupils with special education needs [including those in bespoke provisions] to engage fully in the curriculum.	For PE Uniforms: * A stronger sense of school community and belonging, with zero children excluded from PE lessons, tournaments, or competitions due to financial constraints. For Sensory Circuits: Improved emotional and physical regulation for pupils with SEND, leading to reduced anxiety, better focus, and increased readiness to learn when returning to the classroom.
Remove financial barriers to participation by ensuring all pupils have the correct uniform for PE lessons, tournaments, and competitions.	£500	Increasing participation in competitive sport	Purchase PE uniform if parents/carers are unable to provide this due to financial hardship, so that pupils feel a strong sense of belonging.	
Support the physical and sensory regulation of pupils with SEND by establishing high-quality sensory circuits, ensuring they are ready to learn and engage	£1000		Provide staff training and purchase resources to enable effective implementation of sensory circuits for pupils with special education needs.	

Key Priorities: Priority 4: Fostering Aspiration and Resilience through Competitive Sport

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To increase pupil participation in competitive sport by ensuring regular opportunities for pupils to represent the school in GLC-Trust events.	£500	Increasing participation in competitive sport	Implement a GLC-Trust programme of inter-academy sporting competitions throughout the year, including opportunities for pupils with Special Educational Needs. Expenditure will support with staff costs, transport to and from events, cover costs for PE staff, medals and trophies for each event.	A measurable increase in the percentage of pupils representing the school in competitive fixtures. Pupils will demonstrate improved teamwork, sportsmanship, and resilience, while SEND and Pupil Premium children will have guaranteed, inclusive access to external sporting events.
To broaden the range of competitive sporting opportunities available to our pupils by maintaining subscriptions to local and regional sports networks/partnerships.	£500		Pay annual subscriptions [SSP, Football association]. Expenditure will support with staff costs, transport to and from events, cover costs for PE staff, medals and trophies for each event. Provide school team kits so pupils feel a sense of pride and belonging when representing the academy externally	Pupils will have access to a consistently broader range of competitive sports (e.g., athletics, boccia, netball) across the academic year. The school will achieve/maintain the School Games Mark, and pupils will report higher levels of confidence and aspiration after representing the academy in the wider community.

Key Priorities: Priority 4: Fostering Aspiration and Resilience through Competitive Sport

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To develop aspiration, resilience, and sporting excellence by providing pupils with high-quality, targeted basketball coaching in partnership with Green House	£3000	Increasing participation in competitive sport	Implement basketball coaching and the opportunity to participate in Trust tournaments, led by Green House.	Increased engagement in competitive sports, leading to greater self-confidence, teamwork skills, and parity in extracurricular sports participation.

DFE Measures: Opportunities in Sport

DFE measure	Academy Response [July 2026]
Has your school targeted any spending on providing opportunities in PE, sport and physical activities for pupils with SEND or long term medical conditions?	Yes. The academy invested in targeted PE resources and equipment specifically designed for adaptive and inclusive teaching. Additionally, high-quality sensory circuits were established with dedicated staff training to improve physical and emotional regulation for pupils with SEND, ensuring they are fully equipped and ready to participate.
Has your school targeted any spending on increasing girls' access to PE lessons or access to extra-curriculum sport and physical activities.	Yes. Dedicated spending was allocated to launch a girls' basketball team, with a trained basketball coach, facilitating their entry into inter-academy tournaments. Furthermore, funding was directed toward establishing a girls' football team to compete in local Borough competitions and cover School Sports Partnership fees, significantly driving female representation and engagement in competitive sports.
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	Yes. To eliminate financial barriers and foster a complete sense of community and belonging, the academy used funding to purchase proper PE uniforms for pupils experiencing financial hardship. This ensured 100% inclusive participation across all regular PE lessons, external tournaments, and competitions with zero children excluded due to costs.
Confirm how for disadvantaged pupils [from the list below]	Yes- After-school sport and physical activity clubs – free of charge for all pupils; pupil PE kit for pupils to have; opportunities to take part in competitive sports.

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?	The funding successfully upskilled 100% of staff (including newly appointed teachers) through instructional coaching and low-stakes feedback on the Steplab platform. Collaborative team-teaching models with specialist basketball coaches and Dance CPD training provided transferable curriculum expertise, building a sustainable legacy of high-quality teaching across all key stages.
What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?	Pupil engagement drastically increased due to a refreshed lunchtime playground strategy, which provided high-quality sport resources and expanded the role of trained student play leaders. This structured play, paired with universal Year 1 active travel scooter training and an expanded extracurricular timetable responsive to pupil conferencing, ensured students consistently met their recommended daily active minutes.

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?	PE and sport have become central pillars of the school culture. By expanding our outdoor Forest School provision and establishing dedicated sensory and quiet zones, we have noticed measurable improvements in classroom focus, emotional regulation when returning to class, and pupil resilience. Promoting our holistic health strategy via assemblies, p has fully embedded a highly visible culture of health across the entire academy community.
What impact has this funding had within the school on offering a broader and more equal experience of a range of sports and physical activity to all pupils?	Financial barriers for disadvantaged children were eliminated by purchasing proper PE uniforms, guaranteeing 100% participation across regular lessons and external tournaments. Inclusion was further strengthened for pupils with SEND through targeted investments in adaptive PE equipment and sensory circuits, significantly improving physical literacy and emotional readiness. Furthermore, gender parity and broader competitive experience were successfully advanced by launching dedicated girls' basketball and football teams, while data-driven catch-up swim courses ensured that 100% of targeted Year 6 pupils left the academy confident in vital water safety and self-rescue skills.

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has this funding within your school on increasing participation in competitive sport?	Participation in competitive fixtures has seen a measurable increase across the school. Implementing a trust-wide program of inter-academy sporting competitions gave pupils regular opportunities to represent the academy externally , fostering teamwork, sportsmanship, and resilience while guaranteeing inclusive access for SEND and Pupil Premium children. This included a SEND team qualifying for the borough finals.
Has your school's PE and sport premium achieved any of the following [see list]	Yes - high quality PE lessons and resource; improvements in pupils enjoyment and engagement; participation in competitive sport; swimming lessons.

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has your school's spending of this funding had on PE attainment?	Spending has directly accelerated pupils' physical literacy and skill progression across all year groups due to consistently high-quality, upskilled teaching. While adaptive investments in specialist SEND equipment ensured that pupils with complex needs achieved significant physical literacy growth, engagement, and enjoyment in lessons
What impact has your school's spending of this funding had on increasing teacher's confidence and competence in teaching PE and school sport?	The funding successfully upskilled 100% of internal teaching staff—including ECTS—by leveraging instructional coaching and low-stakes professional feedback via the Steplab platform. Furthermore, embedding collaborative team-teaching models with specialist basketball coaches and delivering targeted Dance CPD provided staff with highly transferable curriculum expertise, securing a sustainable legacy of high-quality PE delivery across all key stages.
What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?	The academy successfully established a comprehensive extracurricular timetable directly responsive to pupil conferencing, which significantly boosted daily active minutes and overall engagement. Extracurricular sports equity and female representation saw a measurable rise through the introduction of dedicated girls' basketball and football teams, creating competitive pipelines that significantly enhanced teamwork skills and self-confidence.

DFE Measures: Sustainability

DFE measure	Academy Response[July 2026]
What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?	Sustainability has been built directly into our staff development model. By investing heavily in instructional coaching via Steplab, structured PE staff inductions, and targeted professional development (such as Dance CPD), we have permanently upskilled our internal teaching staff with lasting curriculum expertise. Furthermore, embedding permanent lunchtime playground leadership strategies and rolling out self-sufficient active commuting habits ensures a long-term culture of physical health.

DFE Measures: Swimming and Water Safety

DFE measure	Academy Response [July 2026]
Does your school have year 6 pupils?	Yes
What percentage of pupils in your current year 6 cohort can swim competently, and proficiently over a distance of 25 metres.	48.28%
What percentage of pupils in your current year 6 cohort can use a range of strokes effectively [eg: front crawl, backstroke and breaststroke]?	48.28%
What percentage of pupils in your current year 6 cohort can perform safe self rescue in different water-based situations?	48.28%
What impact has your school's spending on this funding had on swimming and water safety attainment?	The school used to run targeted, intensive catch-up swim courses based on assessment data. This resulted in 48.28% of targeted Year 6 pupils leaving the academy confident in the water, meeting the national expectation of swimming 25 meters, and mastering vital self-rescue skills.

Summary of Impact (2025-2026)



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DFE Measures: Categories of grant spending [July 2026]

Has your school spent any of its PE and sport premium grant on CPD?	Has your school spent any of its PE and sport premium grant on internal activities?	How much has your school spent on internal school based extra-curricular opportunities?
0	0	1099.75
How much has your school spent on internal sports competitions?	How much has your school spent on internal top-up swimming lessons or broadening aquatic opportunities for pupils?	How much has your school spent on internal active travel?
0	1560	800
How much has your school spent on CPD/external training courses?	How much has your school spent on CPD upskilling staff to deliver swimming lessons?	How much has your school spent on CPD/internal learning and development
0	0	0

DFE Measures: Categories of grant spending [July 2026]

How much has your school spent on internal equipment and resources?	How much has your school spent on internal membership fees?	How much has your school spent on internal use of educational platforms and resources?
£13,470.86	£1,384	
School based extracurricular opportunities	Membership fees	Use of educational platforms and resources
£240	£1,384	
Total spending on internal activities	Has your school spent any of its PE and sport premium grant on external activities?	
	no	

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DFE Measures: Categories of grant spending [July 2026]

How much has your school spent on external activities organised by school-games organiser network?	How much has your school spent on external-other inter-school sports competitions?	How much has your school spent on external coaching staff?
£659	0	0
Activities organised by school-games organiser network	Other inter-school sports competitions	External coaching staff
Archery, football, tag rugby, basketball, boccia, new age kurling, gymnastics, badminton, cross country, borough olympics, panathlon, sports hall athletics, dodgeball, quad kids, cricket, SEN games.	The GLC games, one every term.	
Total school spending on external activities: £2534	Total CPD category spend: 0	
Total internal category spend: £14874	Total external category spend: £4215	Total spent of PE and Sports premium:£19,089

Summary of Impact (2025/2026)



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Additional academy based priorities [July 2026]

Intent	Impact
1	
2	
3	

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Additional academy based priorities:

Intent	Impact
4	
5	