

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:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- 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 focused 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	Year 5 children took part in swimming lessons. 72% of pupils in year 6 can swim 25 metres. Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 5 children took part in swimming lessons. 72% of pupils can use a range of strokes effectively . Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	Year 5 children took part in swimming lessons. 72% of pupils can perform safe self-rescue in different water-based situations Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be 100%. Evidenced based on information and data collected poolside with swimming teacher.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	New scheme in place for 2024-25 using GetSet4PE. All teachers now teach 1 hour of PE per week alongside 1 hour from specialist coaches. Out of 104 responses from Key Stage 2 pupil voice, 72% of children say they love PE, and 24% say it's ok. Previously, some teachers have had no experience of teaching PE. Teacher confidence in PE has now risen with 66% of staff feeling confident to teach PE. Teachers have a range of skills that they feel confident to apply to their PE lessons.	It's good that 66% of staff now feel confident to teach PE but we need to apply this to all staff. Staff note that their least confident area of PE is striking and fielding, and net and wall games. Staff will need additional CPD to support confidence.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children from Year 1 to 6 take part in 2 hours of high-quality physical activity per week. Key stage 1 and 2 children are now offered a range of physical activities at lunchtime, planned and taken out through play leaders. We offer a range of after school clubs- 4 per week taken out by specialist coaches and 4 additional clubs throughout the year taken out by teachers. We took part in our first football fixture versus a local school, giving children the opportunity for competition.	More sports fixtures to be arranged with other local schools to encourage more competitive sports.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	By celebrating all things PE and sports, we are encouraging more pupils to enjoy movement and physical activity. 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school. Pupils are inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week. (currently at 86%).	Awareness needs to be raised through assemblies and newsletters. A sports display is needed to show children the activities that will be taken out and to celebrate other sporting events.
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	We are continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – dodgeball, dance, archery, football, multi-Skills, gymnastics, tri-golf, hockey,	
5. Increasing participation in competitive sport	Year 5 and 6 have taken part in their first football fixture.	Only one competitive sporting fixture has been organized this academic year. More opportunities needed for other year groups.

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 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*

<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	Year 5 children took part in swimming lessons. 45% of pupils in year 6 can swim 25 metres. Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be over 85%. Evidenced based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 5 children took part in swimming lessons. 45% of pupils can use a range of strokes effectively . Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be over 85%. Evidenced based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	Year 5 children took part in swimming lessons. 45% of pupils can perform safe self-rescue in different water-based situations Evidenced based on information and data collected poolside with swimming teacher.	We want this data to be over 85%. Evidenced based on information and data collected poolside with swimming teacher.

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 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*

Plan, monitor and evaluate (2025/2026)



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme taken out by Fitt4Kids), Staff CDP to develop their understanding of games and play, Range of equipment, pupil voice activities to understand pupils wants and needs Outdoor play provision.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. 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.	Pupil voice data through surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Staff on duty 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 all pupils through considerate choices of equipment and the types of games played. Less active children are proving to be the hardest group to engage.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. This will have to be led by the new Sports coach employed by school. More leaders will also mean more activities are supported. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging less active children. Do they want to be activity leaders for younger children to give them purpose and confidence?	All activity leaders want to carry on with this role next year. Other children have joined in to continue this role.	Training from external provider, provided as part of PE lessons. £0 additional cost.

Your objective:

	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)	Create more competitive sporting fixtures against other local schools / tournaments.	To liaise with other local schools to plan and organize fixtures, primarily for Key Stage 2. To liaise with organisers of the School Games and other local networks to enter tournaments.	Children being offered a range of fixtures outside of school, to play against other children.	Fixtures take out over the year. Pupil voice from those that took part in the events, and from others to discuss what is needed in the future.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The school took part in 4 sporting fixtures. - 3 fixtures against a local school of football for years 4, 5 and 6. - A football tournament against a network of schools for year 3.	Fixtures will be sustainable with support from parents and carers to transport children to the events. Other local schools are also willing to take part in fixtures, to be organized for 2026-27.	PE lead has strong contacts with other local schools to plan and organise fixtures. School Games also plan events for a wide range of year groups.	N/A