



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



Commissioned by



Department
for Education

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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	60% See swimming data tracker collected poolside from year 3 pupils	See swimming data tracker collected poolside from year 3 pupils We want to try and improve through data through top up opportunities if possible.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	42% See swimming data tracker collected poolside from year 3 pupils	See swimming data tracker collected poolside from year 3 pupils We want to try and improve through data through top up opportunities if possible.
3. Perform safe self-rescue in different water-based situations	60% See swimming data tracker collected poolside from year 3 pupils	See swimming data tracker collected poolside from year 3 pupils We want to try and improve through data through top up opportunities if possible.

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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Specialist PE staff upskilled in developing delivering our PE curriculum through support of SL. Leading to more engaging, inclusive, and purposeful pe sessions/ units Feedback from PE staff observations</p> <p>Schemes and support form SL have started to develop confidence in PE teaching. This has given structure to our curriculum and ensure themes run throughout the school. Feedback from teachers Observations</p> <p>SL attended training that has supported the development of the curriculum. Release time allowing them to embed and resource this across the school has supported teachers and children with understanding of the new curriculum. SL feedback</p> <p>Raised levels of club and participation opportunities fro different groups, especially targeting of certain girls groups through a broader range of activities offered. Club registers, Data</p>	<p>Teachers shared that they would like more opportunities to see PE in action. Plans to work alongside the specialist team and SL lead for sustained periods of time would support this. Feedback from teachers</p> <p>Further training on the use of our scheme would also support the impact of its delivery Feedback from teachers</p> <p>The work done on raising activity levels in the playground and classrooms did not have the intended impact. Observation and feedback</p>

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?
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>CPD given to staff using our new curriculum emphasises engagement for all student in lessons through adaptation. We have seen this in practice in lessons. Observations</p> <p>More club offers throughout the day and after school for students to attend has resulted in more children attending extra curricular activity. Sport Data Feedback from pupil survey</p> <p>Use of sports apprentices to support lessons has enabled them to engage more children in sessions They have also been able to offer additional activity groups and adaptations Sport Data Feedback from pupil survey</p>	<p>Some of the sport clubs didn't have the best uptake due to accessibility. We will need to investigate the timing, spaces and clubs on offer after feedback form pupils Sport Data</p> <p>Movement breaks were encouraged in classrooms but more support needed to create consistent approach for all staff and improve the monitoring of their use. Pupil Feedback</p>

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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Celebrating PE, SS, PA we are encouraging more pupils to engage in these areas. Our curriculum also champions the holistic approach which offers even more ways to celebrate PE Displays, Assemblies Interviews</p> <p>Attending a wider variety of events and celebrating inclusivity have given over 70% of children the opportunity to experience a sporting festival or competition. Y4 -Y6 over 50% Y2 - Y2 Event calendar Sport Data</p>	<p>Continue to develop the average physical activity in time for our pupils. We could focus clubs, group and initiatives to support this next year Observation</p> <p>Development of leadership did not take off due to logistics and staffing more thought needs to be put into this project and how this can raise the profile of pe</p>
<p>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</p>	<p>Developed our curriculum that into sport specific. this has given opportunities to link objectives and lessons to a wide variety of sports and themes. Curriculum Planning Curriculum map</p> <p>Investment in equipment has enabled more opportunities and engagement in lessons and playtimes Observations, Interviews</p> <p>Offer a wide range of extra curricular clubs for boys and girls. Dodgeball, dance, netball, football, gymnastics, multisport etc Time table and extra curricular calendar</p>	<p>Focus on engaging pupils who did not take up additional pupils. We are selecting children for focus groups and initiatives</p> <p>Not enough provision of extra curricular activities for KS1. Timetable and feedback form focus groups.</p>

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?
<p>5. Increasing participation in competitive sport</p>	<p>Attending a wider variety of events and celebrating inclusivity have given over 70% of KS2 children the opportunity to experience a sporting festival or competition. Event Calendar</p> <p>Over 60% of KS1 were also able to do this through festivals and inter school events. Sport data</p> <p>Increased cross federation opportunities has enabled further participation for children</p>	<p>Grow internal opportunities through use sports leaders</p> <p>Develop further events with our growing federation to engage select groups of children in competition.</p> <p>Some really good links have been built with outside clubs. We can continue to grow this in a wider variety of sports and age groups.</p>

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

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>Focus on developing teacher confidence with PE through embedding new schemes and support This will be the first step in ensuring high quality physical education tailored to our setting.</p>	<p>Developing understanding and confidence of teachers will allow the school to ensure quality PE is being delivered 2 hours per week. Through clear training and resources teachers will develop confidence and competence to engage our children with our holistic approach to PE</p> <p>In turn this will impact the children with more engagement, competence and confidence in pe lessons. This can be reflected in our holistic attainment data</p>	<p>Key indicator 1 increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>CPD timetable Staff interview Observation Attainment Data</p>
<p>Continue to raise the profile of PE SSPA throughout the schools</p>	<p>For PE to be visible to everyone and celebrating achievement we want more children excited to engage in PESSPA.</p>	<p>Key indicator 3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Displays Assemblies Focus groups</p>
<p>Create more opportunities to engage all our children in physical activities through clubs and developing the playground. Particular focus should be on specific groups of children we have identified. "i.e girls, pupil premium, non active</p>	<p>Raising the activity of pupils throughout the day with particular focus on after school and break times will help towards the aim of 60 mins physical activity a day.</p> <p>People will feel more energised, confident in being active and may engage with new hobbies or passions.</p>	<p>Key indicator 2: Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.</p>	<p>Club registers Observations of break time Focus groups for more activity</p>
<p>Continue to develop more experiences on intra and inter school competition for all pupils</p>	<p>Creating more appropriate opportunities for all children will allow more experiences for children. They will be encouraged to engage more in competitions and try new sports developing their skills to play in competitive environments.</p>	<p>Key indicator 5: Increasing participation in competitive sport</p>	<p>Data recording participation Planning for events Competition planning built into lessons whole school events e.g sports days)</p>

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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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	Develop lunchtime play provision to increase activity for least active groups.	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	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.	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.
	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. 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.	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?	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	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: Develop teacher confidence through CPD



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Continue to develop teacher confidence with PE through embedding new schemes and support</p>	<p>CPD delivered to extend understanding of beyond the physical planning to all teaching staff as well as highlighting out key lessons expectations</p> <p>Follow up the training with team teaching sessions from Subject lead an PE staff. Monitor and support teachers through this process</p> <p>Half termly meeting with PE lead to look through planning.</p> <p>Specialist teaching staff extra hours supporting lessons to create smaller groups</p>	<p>Staff confidence and experience continue to improve and build on from previous year as well as being able to target more students for support.</p> <p>Children engaged in our new scheme with themes being revisited and built on leading to more success in line with our end of key stage expectations. Higher pupil attainment should be shown in the teacher led units.</p> <p>Staff and pupil voice will be both reflect the engagement with PE lessons and understanding of the curriculum</p>	<p>Staff interviews</p> <p>Pupil attainment data</p> <p>Pupil voice</p>
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>
<p>Evaluate (Complete in July)</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Teaching courses 1000</p> <p>Schemes 800</p> <p>SL release time to support 2000</p> <p>additional specialist staff tAme 500</p>

Your objective: Develop physical activity through the school day



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Drive physical activity levels throughout the school day for all pupils including those with additional needs.</p> <p>Focus groups to develop activity opportunities for specific groups. This will support a broader offer and more equal experience to all</p> <p>Aim towards 60 mins physical activity for all children.</p>	<p>Select focus groups for physical activity interventions delivered by specialist staff Target particular groups of focus students Pupil Premium Girls</p> <p>continue to develop the active playground with pupil voice and leaderships and after school opportunities in order to maximize these time to physically active</p> <p>Create resources and initiatives for teachers to engage in daily energiser activities to ensure more physical activity becomes part of the timetable</p>	<p>Increase participation numbers in extracurricular clubs.</p> <p>observation data at lunchtime will identify more children active</p> <p>teachers will begin to adopt energisers daily in their timetables leading to an extra 20 minutes of physical activity daily</p> <p>Focus groups will engage children who were particularly concerned with their engagement levels</p>	<p>Participation data</p> <p>Registers</p> <p>lunchtime observation</p> <p>pupil voice</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p>Evaluate (Complete in July)</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p> <p>Equipment 1000</p> <p>Staff time to deliver interventions 600</p> <p>SL Release time 300</p>

Your objective: Develop more intra and inter federation 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 (Complete now and monitor)	<p>Develop more competition opportunities for all.</p> <p>Developing specific opportunities for Intra school competition and Competition within our growing federation. This will support accessible and appropriate competition for all.</p>	<p>Sport leadership will support the development of competition in KS1 . Increasing a range of house competitions. Training KS2 children and working with the to facilitate this will be key.</p> <p>Organising events in the calendar with our federation partners. including running competitions A range of football competitions to target more pupils.</p> <p>Continue to be involved with as many BPSS competitions as possible Target particular groups of focus students Pupil Premium Girls</p>	<p>Even more children participating in competition within our data.</p> <p>Children having more positive experiences form competition as we are able to control more</p>	<p>Sport Data Registers Pupil feedback Competition Calendar</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text her	Add text here	Add text here	<p>resources for events 200</p> <p>BPSS buy in in 1200</p>

Your objective: Raise the profile profile



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Continue to raise the profile of PE SSPA throughout the schools</p>	<p>Create Pe initiatives and certificates and assemblies/ displays to focus on PE</p> <p>PE Leadership schmee puts pupils actively involved in developing PE profile through the school.</p> <p>INitiatives with play leaders and daily activity</p>	<p>CHildren engaging in more conversations about PE</p> <p>PE being given daily value by children and staff</p>	<p>Add text here</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<p>Evaluate (Complete in July)</p>	<p>Add text here</p>	<p>Add text here</p>	<p>Add text here</p>	<p>PLay leaders scheme</p> <p>Resources for PE leadership</p> <p>SL time to develop PE termly initiative.</p>