

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?
Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	73% of pupils in year 6 can swim 25 metres Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Top Up swimming was provided as holiday crash course lessons and through lessons during school time. A number of families declined this opportunity and didn't support this opportunity.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	73% of pupils in year 6 can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Top Up swimming was provided as holiday crash course lessons and through lessons during school time. A number of families declined this opportunity and didn't support this opportunity.
3. Perform safe self-rescue in different water-based situations	80% of pupils in year 6 can perform safe self rescues. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Top Up swimming was provided as holiday crash course lessons and through lessons during school time. A number of families declined this opportunity and didn't support this opportunity.

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	Met with Teaching and learning consultant for PE to ensure we are meeting the needs of the children. Raise the standard of PE throughout the school and ensure our children are receiving a progressive, adapted curriculum from EYFS to Year 6. A robust CPD program resulted in staff confidence rising when teaching all areas of the curriculum, including swimming, with the exception of Games in KS2. Data shows 74% of KS1 are working at expected and 72% of KS2. Pupil Voice data showed that over three quarters of the children enjoy PE especially outside.	As games is often taught by ProSport in KS2, all staff in KS2 felt they required further training on this area due to having not taught it for a while. CPD provided for 66.6% of the staff. Still gaps in confidence. Although many children enjoy PE, we could aim for this to be higher.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More opportunities for children to engage in physical activity at lunchtimes (ProSport), active breaktimes, active lessons and nurture active breaktimes. Opportunities for before and after school clubs to increase participation. KS2 – 81% of children involved in increased activity levels during the school day. Skipping workshop – whole school – show activity can be fun and inexpensive.	Not all pupils are active for 60 minutes a day, 7 days a week. More rigorous tracking of 60 minutes activity levels both in and out of school 7 days a week.

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	Celebrate PE Value certificates in a celebration assembly, thus raising the profile of PE. Positive role models – Hannah Cockcroft – in school to raise the profile of EP and sport. All children, across key stages, received PE intervention at lunchtimes to help improve FMS and skill acquisition / application. Active nurture club every breaktime to inspire children to be more active.	Not all students are active for 60 minutes a day, 7 days a 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	Continue to offer a wide range of activities both within and outside the curriculum in order to engage more pupils. Extra curricular: running, cricket, football, athletics, indoor athletics, FMS, fun games, dodgeball, invasion games, gymnastics, dance and netball. Additional workshops: dance and skipping Focus on our least active children who don't take up our additional opportunities.	Not all pupils active for 60 minutes a day 7 days a week. In KS2, 19% still not attending extra-curricular clubs at school. KS1 and FS, 25% still not attending extra-curricular clubs. Continue to develop a sustainable programme of events.
5. Increasing participation in competitive sport	Continue to enter a wide range of opportunities both at level 2 competitions plus festivals and inclusive events. 100% of children asked, who attending an opportunity, reported that they enjoyed it and would love to compete again.	Continue to develop our competition provision.

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	At the end of Year 5, only 46% of pupils could swim 25m.	Top Up swimming necessary following a baseline assessment of Year 6 to check if data is still accurate in Year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of Year 5, only 46% of pupils could use a range of strokes.	Top Up swimming necessary following a baseline assessment of Year 6 to check if data is still accurate in Year 6.
3. Perform safe self-rescue in different water-based situations	At the end of Year 5, only 46% of pupils could perform a safe self rescue.	Top Up swimming necessary following a baseline assessment of Year 6 to check if data is still accurate in Year 6.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To increase number of pupils swimming 25m by the end of Key Stage 2.	To meet statutory requirements	Meeting National Curriculum requirements for swimming and water safety.	20% increase in children swimming 25m by the end of Year 6.
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.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. **need better monitoring system
Provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted by SPP and sports day for FS, KS1 and KS2. Competition calendar and register of participants.
Provide CPD for staff to increase confidence to raise the standard of PE throughout the school and ensure our children are receiving high quality PE lessons especially new staff and ECT.	To ensure we continue to raise standards in PE and provide all children with high quality PE lessons.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	KS2 – 2/3 of staff provided with Games training. ECT – new to KS2 PE Swimming teaching for the teacher taking our children swimming Staff surveys, pupil attainment data, pupil voice

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*

Objective: Drive physical activity levels to meet 60 minutes a day requirement.



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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 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. Therefore, ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Increase the number and range of activities and clubs on offer including pupil led opportunities. Implementation of new extra-curricular timetable. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. Use ProSport to increase activity levels of least active children. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play.	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. Increase participation leading to all children meeting the 60 minute a day requirement.	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Lunchtime participation data, alongside lunchtime activity plan. Data for all physical activity level tracked on PE Passport.
	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	Training completed 20th November 2025. Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise.	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 ___% 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 - ___% Yes - Do I enjoy lunch time? ___% Yes - Have I joined in with a game with the activity	Physical Resources - £1000 CPD for staff - £500

Your objective: Provide PE CPD and support to all 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 (Complete now and monitor)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education especially ECTS.	Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included. Ensure Complete PE Passport annual membership is paid to ensure teachers can access HQ planning and supporting resources. PE resources updated to enable HQ teaching to take place. AfPE whole school access required to support safe practice in PE	Staff Confidence in September 2025 showed that not all teachers feel confident in teaching all areas of PE this is due to 6 new members of staff of which 2 are ECTS. We predict that by July 2026, 100% of staff will feel confident in teaching all areas of the curriculum. Pupil voice data in November 2025 showed that 88% of pupils felt that they enjoyed PE in KS2 and 95% in KS1 enjoyed PE. By July 2026, we predict that this will increase to 100%. Pupil attainment data in July 2025 showed that 74% of FS and KS1 and 72% of KS2 were achieving ARE. By July 2026, we predict that 85% of FS and KS1 and 82% of KS2 will achieve ARE.	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	ECT – KH attended New to KS2 PE RG – attended new to KS1 PE 5th Feb 2026 – ECT MB and EC-D to attend KS2 PE course. Swimming course			£4000 bespoke teacher CPD £154 AfPE membership £1500 updated resources £949 PE Passport Total = £6,603

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Strive to ensure all pupils meet the minimum requirement in swimming.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To provide top-up swimming and water safety lessons for pupils that do not meet national curriculum requirements after completing their core swimming lessons.	Following our core curriculum and water safety lessons we will identify pupils for top-up swimming and make arrangements with swimming providers. We will use the PE and Sport Premium to fund top-up swimming. This will include the cost of transport for top-up swimming only.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. At the end of year 5, 46% of pupils could swim 25m and use a range of strokes effectively. Now they are in year 6, we predict that through top up swimming, this will increase.	Swimming assessment reports and data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£1200

Your objective: Develop 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)	Ensure all pupils can access competition in school through regular intra school competition, core task in curriculum planning, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils. See school games offer.	Arrange KS1 Kurling / orienteering intra-competition using Young leaders in school. KS2 little sticks competition hosted here and at other local school to engage all LKS2 in inter competition. Format to be flexible based on pupil engagement. See little sticks (golf) planning on Complete PE. Arrange colour team competitions within classes to take place at the end of each unit to celebrate learning. Arrange all Year 6 to have represented school through school games competitions and festivals.	In July 2026, increased opportunities for all key stages to take part in inter competition. 100% of all pupils will compete once again in an intra house competition at the end of relevant units and during sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions and sports day. Competition calendar and register of participants
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Transport £1000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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