

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

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	Teachers skills and knowledge have improved which has developed their confidence in delivering effective high quality PE sessions and staff demonstrate they are responsive for pupils individual needs. Outdoor games planning has been adapted to reflect staff audit results. Planning has a clear learning goal, with supporting activities and questioning to support the delivery of PE lessons. Vocabulary has been developed for every unit of learning and additional learning goals to include mental health and wellbeing as well as sportsmanship. Staff are all on board with our school ethos of active learning and this continues to remain high on the agenda for school priority.	Staff confidence in teaching outdoor games has improved we now need to work on staff CPD for indoor PE sessions. Identified from staff audit. Indoor PE session planning to be refined in line with outdoor PE session planning. Continue to access online subscription 'getset4pe' to support delivery.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Staff feel confidence has improved therefore pupils are engaged and enjoying the lessons. Monitoring lessons and observations have quantified this. Due to children coming in in PE kit there is more time for Games and PE. Pupils portfolio suggest the a high percentage of pupils access sport outside school or where they do not they are offered or accessing some	Increase number of clubs on offer for pupils to access sport. Increase opportunities for pupils to take part in sporting events with other schools. Continue to develop staff awareness of active learning, importance of movement breaks and being active.

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	Pupils know what it means to be competitive and play as a team. Planning is developed to ensure this is taught in lessons and key knowledge is identified and monitored. All pupils experience competing against others in a whole school event on a field. Pupils gain an understanding of rules and competing. Pupils learn it's the taking part that counts and trying our best. Being active is part of our school ethos through celebrating sporting events on the school Calander, and planning in movement breaks into out timetable pupils are encouraged to move more throughout the day.	Developing sporting competitions and games with other schools. Developing sports/playtime leaders to engage pupils in active play at lunchtime and playtime.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Continuing Fun, Fit Friday activities so pupils experience different sports and recognise talents and skills of others. Focusing particularly on those pupils who do not take up additional PE and Sport opportunities Training from sports coach focusing on SEND pupils and adapting the curriculum to ensure they can all join in in all events.	Not all pupils are active for 60 minutes a day 7 days a week. Continue to develop opportunities for active extra curricular clubs, increasing numbers to clubs. Offer to specific pupils who do not take part in physical activity outside school.
5. Increasing participation in competitive sport	All pupils experience competing against others in a whole school event on a field. Pupils gain an understanding of rules and competing. Pupils learn it's the taking part that counts and trying our best.	Continue to develop links with other schools to hold sporting competitions. Continue to develop interhouse competitions with in school.

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

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all pupils are participating in two hours a week of high-quality PE every week. To develop staff knowledge of the progression of children's physical skills and ways in which they can support and extend them for all pupils. Continue to adapt PE planning for needs of cohorts and to keep up to date.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Provide access to high quality resources and information to support curriculum delivery Key Area 1, 2 and 3	Staff and pupil audits, pupils attainment data, lesson observation reviews, pupil voice, monitoring key knowledge, sportfolio evidence of pupils activities outside school.
Increase offer of after school active clubs to pupils. Increase the range of play and lunchtime sport activities for pupils. Movement to have a positive impact on pupils mental health and wellbeing.	To ensure that all pupils have an opportunity to improve physical health and wellbeing. To ensure that pupils access a minimum of 60 minutes of daily physical activity during the school day. Ensure pupils have a good understanding of how being active supports their mental health and wellbeing.	Increased take up for after school provision. Increase pupils activity at lunchtime and playtimes by adding activities of interest to them. Pupils know they can be active to help their mental health and wellbeing. Increased movement breaks to support concentration. Key Area 2 and 4	Playtime surveys, staff surveys, CPD evidence, sportfolio, observation and monitoring, timetables for clubs and school, well schools award
Pupils to be given the opportunity to take part in sporting competitions and events Introduce pupils to a wide range of sporting activities, enriching the curriculum and promoting new sports to pupils.	To ensure pupil have to opportunity to take part in competitive sports events and be introduced to a range of sporting activities.	More Pupils taking part in non competitive and competitive sporting events Pupils more confident to try different activities and increased enjoyment of physical activity Children developing their understanding of the impact of physical activity on their health and well-being	Competitive calendar, planning, letters, events, feedback, observation

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	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Identify needs of staff skills, knowledge and confidence through audits and monitoring. Opportunities for all staff to receive CPD from well trained staff and sports coach through team teaching, observation, coaching, particularly in indoor PE. PE lead/specialist coach to deliver high quality staff meetings to increase staff knowledge, skills and confidence in delivering PE. PE leads monitor sequence of skills across year groups. Offer traditional and non-traditional sports as part of Fun fit Friday, enrichment and playtimes.	Teachers skills and knowledge have improved which has developed their confidence in delivering effective high quality PE sessions and staff demonstrate they are responsive for pupils individual needs. Planning has been adapted to reflect staff audit results. Planning has a clear learning goal, with supporting activities and questioning to support the delivery of PE lessons. Staff are all on board with our school ethos of active learning and this continues to remain high on the agenda for school priority. Pupils receive a progressive curriculum of skills and knowledge with clear key knowledge identified so staff can measure progress.	Staff and pupil audits, pupils attainment data, lesson observation reviews, pupil voice, monitoring key knowledge, portfolio evidence of pupils activities outside school.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff confidence to deliver indoor and outdoor PE sessions has increased with staff offering ideas and adapting planning to meet the needs of the individual pupils in their class. Staff engagement in after school clubs with pupils. Pupils confident in taking part in PE and improvement in their skills throughout their time in school.	Specialised coaching providing quality CPD, will help school staff feel more confident teaching their own PE lessons both now and in future years. Employing specialist coaches to run after-school clubs will provide quality experiences that will help children to develop skills that can be built upon in the future. Investments in PE and play equipment and resources, will sustain quality provision over the years to come	Staff audit has 100% staff having gained more confidence teaching indoor PE. Team teaching and lesson monitoring identified increased confidence and knowledge in delivering of PE sessions, with pupils retaining key knowledge through demonstration or discussion. Pupils survey results reported 85% pupils enjoyed PE and the activities they took part in. 82% said they felt confident in PE lessons. Sportfolio evidence reports that 90% pupils take part in physical activity in or outside school. Evidence supported us in inviting pupil to take part in afterschool club. Movement breaks and daily mile as part of our daily timetable supports the less active pupils engage in physical activity. Well schools Action plan and accreditation evidence suggests pupils take part in high quality physical activity throughout the school day. 98% Reception pupils meeting ELG. Sports coaches who visited identified pupils to invite for additional training outside school. - tennis	£3042.93

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)	Increase offer of after school active clubs to pupils. Increase the range of play and lunchtime sport activities for pupils. Active lunchtime clubs offering a range of sports to and skills. Positive impact on pupils mental health and wellbeing.	Increase offer of after school clubs with specialist coaches and increase number of pupils. Running alongside school staff to train. Playground zones offer a range of activities pupils can take part in and promoting active and positive play at lunchtime so pupils develop a wide range of skills, team work and social skills. Children will have a wide range of activities that will enable them to be physically active at lunchtime and playtime. Employ services of specialist coaches to deliver CPD Adult and playground leaders encourage active participation and rotate to enable all to have a go. Adults will be trained as needed to guide and support the children with the activities whilst modelling fair play, good sportsmanship, having a positive attitude and making correct choices. Regularly review and replace equipment and resources and purchase where necessary.	More pupils meeting their daily physical activity goal as more pupils are encouraged to take part in PE and Sport at lunchtime and afterschool. Lunchtime zones have supported positive play and by upskilling adults the are more confident to lead activities at lunchtime. Increased number of pupils engaged in active and collaborative play Improved behaviour at play and lunchtimes. This intern has supported concentration and readiness to learn. Staff confidence now to lead activities and adapt for needs of groups of children and cohorts. Playtime leaders trained to engage pupils in active play. Engagement in physical activity has built confidence, self esteem, motivation and skills. Identified pupils have benefited from smaller active lunchtime clubs improving readiness to learn, gross motor and skills. Pupils know they can be active to help their mental health and wellbeing. Increased movement breaks to support concentration.	Playtime surveys, staff surveys, CPD evidence, sportfolio, observation and monitoring, timetables for clubs and school, well schools.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More pupils accessing after school clubs. Staff and playtime leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. MDSA's 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 or lunchtime offers have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played.	Specialist coaches to run after-school clubs will provide quality experiences that will help children to develop skills that can be built upon in the future. Investments in PE and play equipment and resources, will sustain quality provision over the years to come Continued training for MDSA, TA's and playtime leaders and bringing new leaders into the group to bring new ideas and expertise. Continue to listen to SEND pupils and tailor activities to their needs and wants. Children will be increasing aware of the impact of exercise on mental health and wellbeing, thereby raising the potential for effective learning in the classroom	Play leaders have all enjoyed their role this will continue in the next academic year from the start of the year. School council purchased equipment from their survey results to make playtimes better for all. Survey results showed that 90% pupils were happy at playtimes with 85% reporting they like to be active at playtimes with the equipment, resources our in the zones or playing some of the active games. Our offer of clubs were extended with more pupils participating in forest explores, football, multi skills, kick boxing, dance, echo worriers Well schools Action plan and accreditation evidence suggests pupils are active for more than 60minutes a day.	£14616

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)	Pupils to be given the opportunity to take part in sporting competitions and events Introduce pupils to a wide range of sporting activities, enriching the curriculum and promoting new sports to pupils. Positive impact on pupils mental health and wellbeing.	Links with sports leaders from local junior school CLP festival of sport. Inter sports competitions between classes. School sports day offering different sports . Access and take part in School games competitions Pupils will be introduced to a range of sports. Pupils will become familiar with the idea of competitive sports. Pupils will feel part of a team and learn to be a good team player. Pupils that take part will have an increased confidence in themselves Fun fit Friday where pupils have the opportunity to take part in a range of sports. Celebrating different sporting events on the Calander.	All pupils experience competing against others in a whole school event on a field. Pupils gain an understanding of rules and competing. Pupils learn it's the taking part that counts and trying our best. Pupils learn new sports and pupils recognise talents and skills of others. Pupils learn to work as part of a team. Overwhelming positive feedback from parents, pupils and staff. Key area 4 and 5	Continue in success of sports day and adapting to feedback each year. Continue close relationships with feeder school. Continue to attend CLP Sports festival and additional sports festivals. Continue having specialist coaches
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils enjoy taking part in Fun, Fit Friday sessions, often choosing alternative options for sports, e.g. dodgeball, basketball, scooting etc Of the events we attended all pupils were engage and enjoyed the competition, experiences and sportsman ship of the sporting competitions. We had a few more opportunities planned in for this year so sporting activities for infant schools is increasing with the SGO however due to events out of our control some events planned were cancelled. Better links with local feeder school and SGO involvement to promote infant competitions.	Opportunities to access a wider range of activities, both in and out of school, will promote a love of sport which can be built upon in the years to come Use of specialist coaches supports teacher CPD in sports not currently taught in the curriculum. Making links with other schools supports us to be involved in more competitions, giving infant pupils opportunities outside the curriculum. Children will be increasing aware of the impact of exercise on mental health and wellbeing, thereby raising the potential for effective learning in the classroom	Pupil survey reports 92% pupils enjoy Fun, fit Friday. Liaisons with SGO and other schools, letters and risk assessments of events attended. Enrichment opportunities planned in celebrating sporting events on the calendar. Swim safe assembly in the summer term for all pupils to have a good understanding of staying safe in the water. Well schools Action plan and accreditation evidence suggests pupils take part in high quality physical activity throughout the school day.	£2858.8

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