

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

Commissioned by



Department
for Education

Created by



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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)

- 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 focussed 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	64 % of children could swim competently over a distance of 25 metres.	Over a third of the class could not swim competently over the course of 25 metres. This was due to different SEND needs and poor attendance from key children who needed lessons the most.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	64 % of children could use a range of strokes effectively.	Over a third of the class could not use a range of strokes effectively. This was due to different SEND needs and poor attendance from key children who needed lessons the most.
3. Perform safe self-rescue in different water-based situations	64 % of children could perform safe self rescue in water based situations.	Over a third of the class could not perform safe self rescue in water based situations. This was due to different SEND needs and poor attendance from key children who needed lessons the most.

Review of the last academic year (2024/2025)



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- ♦ 1. Staff CPD - Staff received REAL PE CPD focusing on the fundamental skills. Confidence in teaching improved.
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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	MAT PE lead works with all members of teaching staff twice a year. Focusing on their PE CPD, confidence in the delivery and understanding of SOW. This has supported ECT and other staff to feel more confident in their deliver. PE is happening consistently across the school for 2 hours. CPD sessions to scheduled into school calendar, cover booked in advance to support this.	-Some staff received the same training as previous years.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All year groups complete one hour of Real PE and fundamental movement skills and one lesson of national curriculum PE lesson per week. Invasion games, dance/gym, striking and fielding, OAA, athletics, fitness testing are all covered in KS1 & 2.	All children were offered 2 hours of PE each week and covered all areas of the curriculum.

3. Raising the profile of PE and sport across the school, to support whole school improvement	KS2 playground leaders develop leadership and teamwork. Reduction in lunchtime incidents. High participation across all year groups. Positive pupil feedback and celebration assemblies.	Engagement from Y5&6 play leaders dropped off half way through the year. Equipment got lost and broken regularly. This was hard to keep track of and reinvest in towards the end of the year.
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	Each term our school engages with MAT competitions. These are offered to all year groups off site. Tracking of these events has ensured that a range of boys and girls take part each time. We as a school also signed up for Festival of Youth Sport and we also attended events organised by the SGO. National sports week was successful again in offering sports such as tennis, martial arts, basketball, frisbee, cricket.	Not all children across all classes managed to attend a festival or tournament.
5. Increasing participation in competitive sport	Regular intra house competition take place in lessons at the end of each term but not Christmas. Scores are recorded and used to celebrate house points in assembly and leading up to sports day.	Teacher did not all complete all intra house competitions or did but did not record scores. This is then hard to celebrate regularly in assembly.

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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	77% of the class could swim competently over 25 metres.	This is an increase from previous years as there was a higher level of attendance from all children.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	77% of the class could use a range of strokes effectively while swimming.	This is an increase from previous years as there was a higher level of attendance from all children
3. Perform safe self-rescue in different water-based situations	77% of the class could perform safe self rescue in water based situations.	This is an increase from previous years as there was a higher level of attendance from all children

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Youth Sport leaders	To help initiate play and organise games to help behaviour with unstructured times.	Staff to help set up Sport leaders for break times.	Monitoring from staff at break times and changing the leaders across the year frequently.
TLAC in PE	Inline with whole school priorities and school development plan.	Drop ins and CPD to all staff.	Mentoring programme will helped develop this across staff.
To raise the profile of PE	To make sure that children are aware of the benefits and opportunities to them.	Raising the profile during assemblies and through our sports board. Also celebrating success outside of school in merit assemblies.	Children will bring in outside accomplishments to share in assembly and continue with this from this year.

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 focussing 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)

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: Raising the profile of PE.



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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	To increase awareness and promote more opportunities for children to take part in more physical activity both in and out of school.	This will be achieved by celebrating success in our merit assemblies from out of school achievements. We will also promote and notify parents of new or reoccurring opportunities in school.	I would like to see more children taking part in physical activity across the school in both KS1 and KS2. This can be both in and out of school.	Collecting pupil voice at regular intervals throughout the academic year. Celebrating success on our PE board located in the hall for all children to see.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Lots of outside sporting achievements have been celebrated through Merit assemblies on a Friday. We have also seen an increase in the profile of PE for SEND children through the collaboration with our local SGO (School	These improvements are sustainable because they are financially burden free due to there being no cost for any families or children to attend the events ran by the SGO or bring their trophies, medals, certificates or awards into Merit assembly. They are sustainable in the fact that Merit assemblies run all academic year and children have the chance to celebrate their success every week. The events put on by the SGO also run	Throughout all Merit assemblies that happened last year, at least one person had one sporting achievement to share with	£0

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Staff to implement TLAC in their PE lessons	- Continue mentoring for full-time staff with focus on TLAC - coaching and informal drop-ins by PE lead	The use of TLAC during observations or informal drop-ins. We hope to see that through the use of TLAC inactive girls, SEND and disadvantaged pupils are more engaged in PE.	Monitoring throughout the mentoring programme. Improved participation and understanding of skills and knowledge linked to PE curriculum.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Over the course of this academic year, I have observed a significant improvement in the use of Teach Like a Champion (TLAC) strategies within PE lessons. Staff have become increasingly confident in embedding techniques such as clear routines, precise instructions, effective questioning and high expectations, which has led to improved pupil engagement	The improvements in the use of TLAC strategies are sustainable because they are now embedded within everyday teaching practice rather than being used as isolated techniques. Consistent routines, clear expectations and effective questioning can be applied across all PE units and year groups, helping to create a structured learning environment that supports pupil progress over time.	Supporting evidence for using TLAC in PE has been through carrying out lessons observations and also the use of our mentoring programme ran by our PE lead for the trust has ensured that TLAC is being embedded into the lessons.	£0

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To choose 6 pupils from Year 5 to help run activities on our bottom playground to help engage and foster play between our KS1 pupils.	Train 6 pupils to run small group activities and games with a small amount of equipment during break and lunch times. Then the first group of leaders will train the next group and so on so everyone will receive the same information.	I hope to see KS1 pupils engaging with each other and socialising through play that has been organised and structured by Year 5 pupils.	This will be monitored by on duty staff at break times and will also be supervised by lunch break supervisors and other professionals(SHINE).
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	They have acted as positive role models for younger children, encouraging safe, inclusive and respectful play during breaktimes. Their support has helped KS1 pupils to engage more confidently in games, develop positive social interactions and resolve minor disagreements more effectively. In addition, the presence of responsible older pupils has contributed to a calmer playground environment, promoting positive behaviour and helping younger children to understand and follow	The positive impact of the Year 5 play leaders is sustainable because the role helps to establish a culture of positive, safe play on the playground. As younger pupils regularly experience and observe good playground behaviours, they are more likely to adopt these behaviours themselves. The programme can also be repeated annually, with new Year 5 pupils being trained to take on the responsibility and model expectations for younger	Fewer playground incidents, behaviour logs or accident reports involving KS1 pupils during breaktimes. Observations from staff noting that children are playing more Evidence of younger pupils independently demonstrating the positive play behaviours modelled by the Year 5 pupils.	£0

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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				
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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