

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



- 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	86% of pupils achieved the expected standard of swimming 25 metres by the end of the last academic year. This was supported by providing swimming lessons for pupils during both Year 5 and Year 6, giving them additional opportunities to develop their confidence and proficiency in the water. The extended provision across two year groups enabled more pupils to reach the required distance.	Due to the cost of transport, pool hire and staff time, the school has only been able to provide a six-week block of swimming lessons for Year 6 pupils within the academic year. This limited time in the pool reduces opportunities for pupils to practise and develop their swimming skills, particularly for those who require additional support to reach the 25-metre expectation.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Many pupils developed confidence in using a range of swimming strokes, including front crawl, backstroke and breaststroke, during their swimming sessions. The structured lessons provided by qualified swimming instructors allowed pupils to practise and refine these techniques. As a result, the majority of pupils who met the 25-metre requirement were also able to demonstrate competence in at least one or more of these strokes.	Due to the limited time available for swimming lessons, pupils had fewer opportunities to practise and refine a range of strokes. As lessons were prioritised to ensure pupils could swim 25 metres, less time was available to focus on improving technique across multiple strokes such as breaststroke and backstroke. This meant that some pupils were able to swim the required distance but were less confident or proficient in using a wider range of strokes.
3. Perform safe self-rescue in different water-based situations	Pupils were introduced to basic water safety and self-rescue techniques during their swimming lessons. Swimming instructors included elements of water safety within the sessions, helping pupils to understand how to stay safe in and around water. As a result, many pupils developed a better awareness of safe behaviors and were introduced to simple self-rescue strategies.	Due to the limited number of swimming sessions available, there was less time to focus in depth on a range of self-rescue techniques and different water-based scenarios. Lessons were primarily focused on helping pupils achieve the 25-metre swimming requirement, which meant opportunities to practise and reinforce self-rescue skills were more limited.

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	All staff, over the course of the year, have been able to work alongside sport coaches. This has increased staff skills and confidence in the teaching of PE.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Every week last academic year, we managed to provide at least one sporting club per week for individual age groups. Therefore, children have managed to explore a new sport or grow their knowledge in a sport they have done before.	

3. Raising the profile of PE and sport across the school, to support whole school improvement	Having access to sporting competitions against other schools has allowed confidence to grow in our children. Also, it has allowed children to meet other children while playing sport; links that will have a positive impact as they move to secondary schools.	
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	Pupils experienced a wider range of sports through PE lessons, after-school clubs and inter-school competitions. Weekly clubs and lunchtime coaching increased participation across the school. All Upper KS2 pupils represented the school at sporting events. Boys and girls had equal access to activities, supported by new equipment, sports partnerships and the Complete PE curriculum.	
5. Increasing participation in competitive sport	Participation in competitive sport increased through involvement in local school competitions and events. All Upper KS2 pupils represented the school at least once, with many Lower KS2 pupils also taking part. Access to transport and the School Sports Partnership enabled pupils to compete against other schools, building confidence, teamwork and sporting experience.	

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

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Staff to continue using Complete PE. All staff will use the resources provided within the unit planning to adapt lessons to meet the needs of the pupils in their class. In doing so, teachers will improve their PE knowledge and understanding.	The directive promotes consistent PE delivery, tailored lessons for diverse child needs, and teacher professional development, leading to improved child outcomes, efficient planning, and enhanced overall physical education instruction.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Through ongoing professional development, regular monitoring, accessible resources, staff collaboration, and embedding Complete PE into the school's long-term PE curriculum and planning.
Staffing cost for continued participation in the School Sports Partnership, after school clubs & subject leadership.	Participation in the School Sports Partnership fosters skill development, teamwork, and confidence, while providing broader experiences and motivation through tournaments and development days, encouraging lifelong engagement in physical activity.	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport	Access to a range of events allows for inter-school competitions, with a high number of children representing the school and achieving significant success. Guidance is available to help children navigate suitable pathways.
Purchase of equipment.	New PE equipment enhances child engagement, improves skill development, increases activity variety, ensures safety, encourages lifelong fitness habits, and supports curriculum goals, leading to a more effective physical education program.	2. The engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement	Sustainability of new PE equipment will be achieved through regular maintenance, budget planning for replacements, staff training, community support for resources, and monitoring usage to inform future needs.
Sports coaches are employed to provide sporting opportunities during lunchtime.	Employing sports coaches during lunchtimes increases participation, enhances skill development, fosters social interaction, promotes positive behavior, supports health benefits, and encourages lifelong interest in physical activity among children.	2. The engagement of all pupils in regular physical activity 3. The profile of PE and sport is raised across the school as a tool for whole-school improvement 4. Broader experience of a range of sports and activities offered to all pupils 5. Increased participation in competitive sport	Sustainability for lunchtime sports coaches can be achieved through consistent funding, regular program evaluation, and offering varied activities to maintain child interest.
Top-up swimming	Enhances essential skills, promotes physical fitness, reduces drowning risks, fosters social interaction, improves mental well-being, and supports academic performance through increased concentration and overall health.	2. The engagement of all pupils in regular physical activity 4. Broader experience of a range of sports and activities offered to all pupils	Consistent funding, qualified instructors, regular evaluations and partnerships with local pools for resources and access.

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:



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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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