



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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	83% of pupils can swim 25m plus unaided	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	62% of pupils can use a range of strokes effectively	
3. Perform safe self-rescue in different water-based situations	70% of pupils were awarded a Personal Safety Award.	

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>The Jigsaw Learning resources have increased the knowledge and confidence of staff including MDSAs. The Jigsaw resources have provided a well planned and resourced curriculum. CPD was delivered to support the introduction of these resources.</p>	
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>75 children from Year 5 completed the Bikeability training and have learnt how to cycle safely on roads and keep themselves safe when out without an adult.</p> <p>The renewal of non-fixed play equipment ensures pupils are active at breaktimes and lunchtimes. School council have surveyed children to ensure new equipment purchased is what the children have requested to increase engagement.</p> <p>By ensuring curriculum resources are in good condition and in appropriate amounts, we ensured all children remain active during lessons, with minimal sharing/turn taking.</p>	

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>The Trust carried out a deep dive into PE across the school and concluded that To raise the profile of PE across the school, we regularly celebrate sporting achievements inside and outside of school in weekly assemblies eg ballet, BMX, horse riding, swimming, gymnastics We celebrate achievements with the wider community in regular newsletters to parents.</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>Children have taken part in 2 enrichment sessions over the year, with a wide range of sports and fun physical activities. (eg human football, American football, archery) These have been very popular with pupils and have allowed all pupil groups to engage in different types of physical activity during these sessions. We have developed the girls football team and increased the number of competitive and development activities.</p>	<p>All pupils including vulnerable groups are able to attend enrichment sessions in school, however our monitoring of participation in after school sport-based clubs shows that our pupil premium children are less likely to attend (even if the club is free or funded by the school)</p>
<p>5. Increasing participation in competitive sport</p>	<p>In order to access local league and cup competitions, we are members of IPPSA and School Games. We have entered school teams into a variety of competitive sporting events over the year, including football (girls and boys), netball, cross country, dodgeball, athletics. Events were attending with sporting activities designed specifically for children with SEND.</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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations	Add text here	

Aim	Why?	Key Area	Supporting evidence
<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>To ensure all children are participating in two hours a week of high-quality PE every week.</p>	<p>Increased quality of teaching and learning in PE lessons to benefit the children. Staff become more skilled CPD for supporting children with SEND</p>	<p>Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.</p>
<p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>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>Children have exposure to a wider selection of sports which may not be covered within their curriculum time. Children encouraged to be active during breaks.</p>	<p>Sports, which are not covered within curriculum time, taught in one-off sessions to promote enjoyment and engagement. Active break times, use of Storm break within lessons.</p>	<p>Pupil voice, monitoring</p>
<p>Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Focus on increasing participation and enjoyment of sporting activities by pupils with SEND.</p>	<p>Training for Sports coach re supporting children with SEND. Staff training. Specific sporting events planned for SEND pupils to attend over the year</p>	<p>Attendance at events, increased participation in lessons evidenced through monitoring and pupil voice.</p>
<p>Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p>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>Ensure all children are active at breaktimes.</p>	<p>Train Yr 5 pupils to be play leaders and deliver activities on the playground for younger children. Ensure PP children are invited to join in.</p>	<p>Training records, pupil voice.</p>
<p>Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>To ensure a positive outlook towards PE is developed and sustained.</p>	<p>Development of mental and physical wellbeing through Jigsaw lessons to support learning across the school. Continue with celebration and participation in wide variety of events.</p>	<p>Achievement assemblies, learning walks, monitoring records</p>
<p>Increasing participation in competitive sport</p>	<p>To enable a wider group of pupils to participate in competitive sports.</p>	<p>Specific focus on girls (netball and football teams, cross country) and SEND pupils.</p>	<p>Pupil voice, participation on events, squads</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

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 participation of SEND pupils in sporting activities/events and ensuring PE lessons are fully adapted	Training for Sports coach re supporting children with SEND. Whole staff training. Specific sporting events planned for SEND pupils to attend over the year	Greater participation of all pupils on lessons, including those with SEND. Increased opportunity for SEND pupils to attend sporting events. Lessons adapted by staff.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				CPD £1600 PE Hub £500

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)	To continue to develop active lunch and playtimes.	Train Yr 5 pupils to be play leaders and deliver activities on the playground for younger children. Refresh resources and ensure there are sufficient for all children to be able to participate fully. Employ coach to run lunchtime and afterschool activities. Develop outside learning/play opportunities.	Play leaders are confident in running activities which 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. An active playground that meets the needs of all pupils especially SEND and girls.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Playleaders training £125 Resources £1200 Lunchtime/after school clubs £7500

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)	To continue to develop a rich PE curriculum including a range of enrichment activities for all children to experience.	Sports, which are not covered within curriculum time, taught in one-off sessions to promote enjoyment and engagement. Access to suitable and better-conditioned equipment for use in PE lessons. Equipment will match the requirements for PE Hub lessons.	All children are provided with opportunities to explore a range of sports, learning and applying new and existing skills to these with more confidence and competence. Lessons will be suitably resourced allowing full access to the curriculum.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Squash taster sessions £1350 Equipment £2400 Attendance at sporting tournaments/events £2000

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