

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	3 groups were progressed at the necessary level and made good progress and increased confidence. Supporting evidence – levels between 2-5 ASA across 3 ability groups.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	See above	
3. Perform safe self-rescue in different water-based situations	Focused safety sessions in addition to forming part of regular teaching increased confidence across all children.	

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	PE specialist worked across all teachers including ECT's within PE lessons to increase subject knowledge across a range of PE activities and structuring a high-quality PE lessons. Each member of staff completed a staff PE audit at the start of the block of support to identify strengths and areas to improve within T&L. The member of staff then completed a review at the end of the term of support to monitor and evaluate the effectiveness of the CPD. Targeted support for new Y3 trainee teacher.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Continue to engage children in PA activity at lunchtimes through having an open site where children can explore different environments and areas Young leaders running lunchtime sessions to increase PA Continue to encourage active classrooms and active lessons to encourage sitting less and moving more.	Environment in the winter months meaning smaller spaces available. Continuous replacement of equipment.

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	Using Young Leaders as pupil voice to drive curricular and extra curricular programmes. Continue to engage pupils in PE and profile the importance of head, heart and hands in PE.	A need to expand the pupil voicing further across more pupils in different year groups. A need to highlight these achievements across the whole school and staff to keep a record of who has achieved the medals and for either head – heart or hands.
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 engage boys and girls through equal access to a range of extra curricular clubs such as mixed Netball, girls and boys' football, mixed Zumba, cricket, and multi sport clubs.	
5. Increasing participation in competitive sport	Continued engagement in PASS virtual leagues (Level 0) Intra school competitions (Level 1) at the end of term. Participation in inter school competition (Level 2) football, netball. Participation in SEND events such as football.	Not all classes engaging in Level 0 or Level 1 intra school competition. More emphasis needed on running end of term intra school competitions possibly through a CPD.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	Increased staffing allowing for faster progress. Data levels between level 2-5	Changing rooms redeveloped so sessions required pre planning to avoid disruption.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	See above	See above
3. Perform safe self-rescue in different water-based situations	Focused water safety weeks continue to improve children's confidence and understanding.	See above

Aims for next academic year (2025/2026)



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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.	Key indicator 1: To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Lesson drop ins, lesson observations, PASS staff audit, reviews and impact reports. Staff CPD attendance.
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	Intra school level 1 competitions to be completed as much as possible at the end of each term Level 0 virtual leagues to be participated where appropriate, continue to engage in inter competitions hosted at our school and other schools and sports day. PASS Virtual league format and results. Competition calendar and register of participants.	To ensure all pupils can access competition in lessons and outside of school, to encourage all pupils to participate and enjoy these valuable experiences. Registers of attendance
To ensure that all pupils will have access to be active for 30 minutes during the school day. Increase range of activities during curriculum PE & extra curricular programme	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 4 – Broader range of activities on offer to engage all pupils.	Lunchtime activity offer – Pupil voicing Active classrooms increasing PA minutes. Extra curricular timetable and participation data. Engage Y6 in new PE activities where everyone is beginning from the same starting point.	Participation data – attendance at extra-curricular clubs. Lunchtime staff observations Pupil voicing data – what do they enjoy doing at lunchtime? How active are they? Handball and Sports Leadership on the PE curriculum. Pupil voicing RE extra curricular offer.

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: Increase staff confidence to deliver HQ PE lessons.



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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 increase staff confidence and subject knowledge to deliver high quality PE lessons. Support ECTs in developing confidence.	PASS PE specialist to work with targeted staff following initial staff conversations in areas of need. PASS PE socialist to work for 2 terms + with identified staff members in PE lesson to upskill. Staff to observe to team teach.	Increased subject knowledge and confidence – PASS staff audits to increase from the start to the end of the term of support. Improvements shown in confidence, subject knowledge, organization, progression of skills, supporting the LA & stretching the HA, effective questioning and assessment in PE. All staff to make progress across different T&L areas. All ratings to increase.	PASS impact reports outlining where the members of staff rate themselves at the start and end of the term of support from PE specialist. Conversations with staff during staff meetings. Observations from PE lead/HT show how improvements in quality of PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Confidence rising amongst staff, increased subject knowledge shown from comments on PASS impact reports.	Staff have had support from PASS for several years and are using skills learnt in their 2 nd PE lesson of the week.	PASS impact reports highlight increasing in confidence and competence following staff support.	Part of PASS membership - £6,000

Your objective: Increased competition offer for all pupils



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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 engage in a range of level 0, 1 & 2 competitions across boys and girls and a range of age groups.	Engage in PASS virtual Personal Challenges to engage all pupils to beat personal bests. Level 1/Intra school competitions at the end of a term of PE for children to apply knowledge and skills learnt particularly in game activities. Engage in PASS level 2/interschool competitions throughout the year,	More children involved in competitive activities against self and others. Increased number of children involved in intra and inter school competition. SEND specific events entered to engage identified children.	Personal Challenge results Intra Class/house results Inter school competitions entered.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Level 0-2 competitions entered. All children involved at level 0& 1 and many involved at level 2. SEND children involved in targeted competitions,	Level 1 competitions are sustainable as they can be delivered by inhouse staff. Level 2 in funding dependant.	PASS virtual leagues entered and shown individual and school success. Intra and inter school results.	Part of PASS membership - £400

Your objective: Increased PA minutes



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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 ensure that all pupils have access to be active for 30 minutes during the school day,	Range of equipment available at lunchtime, Y6 leaders engaging children through play,	A happier, more active playground that meets the needs of all pupils.	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	More children active at playtimes and lunchtimes More engagement across different year groups. Y6 pupils given a responsibility and most have shown to be positive role models for younger pupils.	Continued training and monitoring of Year 6 Play Leaders. Continued replenishment of equipment.	Teacher feedback, observations	Physical Resources -

Your objective: Increase range of activities in curriculum and out of curriculum time.



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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 offer a broad range of activities both in and outside the PE curriculum	Offering handball to Year 6 pupils in the curriculum as a new activity. Borrow handballs from local secondary school to trial the sport. Offering sports leadership as an activity of the PE curriculum. Run a range of extra curricular activities to include; tag rugby/hockey, Zumba, Football, Basketball/dodgeball, cricket, summer sports.	Increased engagement in PE lessons. Transferable skills when trying new activity. Following pupil voicing activities delivered that will motivate and engage pupils.	Positive feedback from Y6 pupil regrading trying handball. Club registers of numbers participating.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children received training to be sports/play leaders in Year 6 . New sports/activities welcomed as everyone starts on a level playing field as a beginner. Transferable skills utilized from other PE activities. .	Y6 teacher has worked with PE specialist on sports leadership & Handball this year. Schemes of work available from PASS for both activity areas. Clubs could be run by staff or chargeable to parents.	Pupil and staff feedback at the end of each term. Numbers of children attending extra curricular clubs remains high.	Part of PASS membership – included in CPD £2,000

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