

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:

- [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	67% of children in Year 6 can swim competently, confidently and proficiently over a distance of at least 25 m	Children in Y6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% of children in Year 6 can use a range of stroke effectively	Children in Y6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.
3. Perform safe self-rescue in different water-based situations	47% of children in Year 6 can perform safe self-rescue in different water-based situations	Children in Y6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.

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	Sports coaches have been used to improve teachers' confidence and knowledge. Following a staff survey, a new scheme was trialled during the Summer Term to support teachers in their teaching of PE with the appropriate progression of skills and knowledge. Very positive feedback from staff and will be implemented fully from Autumn 2026.	Sports coaches were good at uplevelling teachers; however not all teachers were able to receive the same CPD. Need to ensure CPD across all Key Stages. Survey showed that staff were less confident in areas such as dance and gymnastics.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Playtime Leaders were introduced to try and encourage more children to be active. This includes splitting the playground or fields into zones with specific activities. Equipment is also out daily, and Playground Leaders lead activities with the younger children. New equipment was purchased to help engage a wider range of children.	Wider range and variety of sporting activities need to be offered at playtime. More training needed for Playtime Leaders and more support staff needed to support Playtime Leaders.

3. Raising the profile of PE and sport across the school, to support whole school improvement	Children have been encouraged to bring in medals for their sporting achievements outside of school and they are presented to them in assembly. Leaflets from clubs are regularly put in the newsletter and shared with parents.	More recognition of sporting achievements throughout 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	Trialled a scheme of learning which ensures there is progression each year and that all children can develop their skills. We participated in Boxing sessions during the Autumn Term and Cheerleading during the Summer Term. We welcomed a Boxing coach in to work with pupils during the Spring Term. Sports coaches led cricket and football for KS2.	Curriculum overview needs to be reviewed in preparation for 2026-27, in line with the new scheme of work, to ensure continuation of progression in each year and that all children continue to develop their skills.
5. Increasing participation in competitive sport	We have participated in many competitions, led by Stride Active, including the Summer School Games.	Some fixtures we did not attend due to timings and limited staffing.

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	67% of children in Year 6 can swim competently, confidently and proficiently over a distance of at least 25 m	Children in Year 6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% of children in Year 6 can use a range of stroke effectively	Children in Year 6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.
3. Perform safe self-rescue in different water-based situations	43% of children in Year 6 can perform safe self-rescue in different water-based situations	Children in Year 6 only have 8 swimming lessons during the year therefore they do not necessarily have time to perfect the skills that they have learnt.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
To offer a wide range of activities at lunch time to engage the most amount of children.	To ensure that as many children as possible achieve the recommended 30 minutes of activity in school a day.	Increasing engagement of all pupils in regular physical activity and sporting activities.	We successfully implemented Playtime Leaders who have organised and led games for younger children. We have purchased more equipment to enable them to do this.
To provide staff with the necessary training and support to teach different areas of PE, through welcoming in coaches.	So that children receive high quality PE lessons by staff who have up to date training in all areas of the curriculum. Teachers will feel more confident in leading their PE lessons meaning it will be a more positive experience for everyone.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Coaches, in cricket and football, have support teachers CPD. Teachers have felt more confident in understanding the skills and knowledge required in teaching those sports.
To provide staff with the necessary training to teach our new scheme, GetSet4PE, effectively.	So that children receive high quality PE lessons by staff who have up to date training in all areas of the curriculum. Teachers will feel more confident in leading their PE lessons meaning it will be a more positive experience for everyone.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	We have trialled the scheme during the Summer Term, with positive feedback from Staff.
To purchase the Stride Active competitions package and participate in competitions offered.	So that children are given the opportunity to participate in competitive sport against other schools.	Increasing participation in competitive sport.	We participated in events organised by Stride Active. These competitions have increased confidence and enjoyment of PE.
To participate in events that target specific needs such as SEND, disadvantaged and inactive.	So that all children have the chance to participate in sport with others who are in the same position as them.	Increasing engagement of all pupils in regular physical activity and sporting activities.	We have participated in events such as the Summer School Games that promote this participation. Positive feedback from pupils following these.

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)



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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	Develop lunchtime play provision to increase activity.	Playground Leaders, along with support from the lunchtime supervisors, will lead games for the younger children. They will receive training and look at different games they can play to engage the children. We will purchase more equipment for the Playground Leaders to use so that more children engage with their sessions.	A confident and competent group of Playtime Leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils.	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 feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Playtime Leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Lunch times are more active with children having fun.	Continued training for Playtime 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 Playtime Leaders. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to pupils and tailor activities to their needs.	A pupil voice conducted showed that children enjoyed having greater sporting opportunities at break and lunchtime.	£2085 – Equipment, resources

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To deliver high quality training to all teaching staff to enable them to deliver effective lessons.	Coaches will deliver CPD to teachers through modelling and supporting teachers. Trial new scheme of work across the school. Gather feedback from staff following trial.	Teachers will be more confident to teach subjects they had previously found more challenging. Children will enjoy their PE sessions and learn a range of skills at a higher level.	Group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). Staff questionnaire, professional discussions and feedback. Lesson observations and learning walks.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff are feeling more confident about delivering areas of the PE curriculum that they previously struggled. This increase in confidence means that staff are now more willing to lead challenging lessons with different levels of challenge. Engagement with all pupils is good and pupils enjoy PE.	Sustain improvements be rolling out scheme of learning fully in September 2026. This will also be used to support new staff and ECTs.	A pupil voice conducted showed that children enjoy their PE lessons and feel they have made good progress this year. Discussion with teachers indicates that all teachers feel more confident teaching PE following CPD with coaches and using the scheme of learning.	£2107 – Scheme of learning, training for staff £4080 – Specialist coaches

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	To give children the opportunity to participate in competitive fixtures at an inter school level.	Purchase the Stride Active competitions package which will provide opportunities to play competitively against other schools. Participate in tournaments in the county.	More children will be participating in sports at a high level. Children will develop their resilience skills as well as emotionally being able to deal with winning and losing.	Group discussions with a variety of pupils (including SEND, disadvantaged and those less active). Staff questionnaire, professional discussions and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children enjoyed participating in fixtures and positive competition with competing schools. This positive competition amongst children has been evident during active times.	Improvements sustainable with continued involvement of Stride Active package and attendance of fixtures. Children share their excitement around sport and competitions with peers which sustains engagement.	Participation in School Summer Games and other tournaments and fixtures throughout the academic year.	£3724 – External inter-school competitions and fixtures £550 – Membership fees £5064 – Other sporting activities or specialist sporting instruction