





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

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 focused spending on key groups such as SEND, girls and disadvantaged pupils.*

Swimming and Water Safety	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	71% of children could swim confidently over 25m. Children had plenty of opportunity to swim with the pop up pool being in school for the Summer Term.	100% of children need to be able to swim 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% (of the 71%) could use a range of strokes effectively	
3. Perform safe self-rescue in different water-based situations	87% could perform self rescue.	

Review of the last academic year (2024/2025)

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	• Confidence and knowledge of staff was increased through: • Get Set 4 PE scheme of work. PE scheme purchased and used by all staff. • Upskilling of staff in dance and gymnastics (Stardust specialist coaches) to support units of work. Teachers are to teach alongside. • Supporting Y6 teacher through transition PE (Tag Rugby etc) Teacher to teach alongside specialist coach. • Supporting Y3 staff with transition through PE. Teacher to teach alongside specialist coach • Twice monthly online CPD opportunities for all staff. These opportunities were emailed to all staff.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• SSP Membership to allow opportunities for a variety of events, festivals and competitions. • PB challenges delivered for KS2 three times per year. Delivered by Specialising in sport. • A variety of enrichment days with links to local clubs (skateboarding, scooter, trampoline, circus skills, quidditch etc). • 100% of children given the opportunity to take part in at least one event, festival or competition. (See enrichment document) • Leagues for netball and football as well as friendlies for both boys and girls. • 30:30 chart embedded across school and celebrated in Collective Worship.	Not all competitions were able to go ahead due to weather. Some children take part in one completion whilst others take part in numerous. Children are invited.

Review of the last academic year (2024/2025)

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	• Celebrate success and participation through Collective Worship and Weduc. • Celebrate School Games Values through Collective Worship and Weduc. • 30:30 challenges are encouraged through the day. Use of 30:30 proformas in each class. Celebrated once a week in Collective Worship. • Sporting events outside school are celebrated on Weduc. • School Games Platinum	
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	• Skateboard and scooter workshops delivered by Team Rubicon. • Quidditch delivered by Premier Sports. • Parents run a netball club for boys and girls to take part in the leagues. • PSC run an after school football club for both boys and girls. They take part I the league. • Playground leaders trained by SSP to deliver a variety of activities to all children at playtimes. • Girl Power for intervention (Y3 and 4 girls)	
5. Increasing participation in competitive sport	• All children will take part in an event, competition or festival from FS – Y6. • Competition will be engage, develop, compete so children can access this on their level.	

Aims for the next academic year (2025/2026)

- 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

Swimming and Water Safety	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	71% of children could swim confidently over 25m. Children had plenty of opportunity to swim with the pop up pool being in school for the Summer Term.	Swimming in the Autumn Term after Summer Term in the previous year. We will be swimming over the Summer Term Next Year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% (of the 71%) could use a range of strokes effectively	
3. Perform safe self-rescue in different water-based situations	87% could perform self rescue.	

Review of the last academic year (2024/2025)

Aim	Why?	Key Area	Supporting evidence
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	To upskill staff	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff questionnaires
2. Increasing engagement of all pupils in regular physical activity and sporting activities	To enable all pupils to feel confident and competent in all of their PE lessons. To maximize enjoyment.	Increasing engagement of all pupils in regular physical activity and sporting activities	100% of children took part in competition. 30:30 challenges and enrichment days to offer a variety of choice (Pupil Voice). Engage, develop and compete competition for all.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Prioritising PE enhances students' cognitive function and academic focus, boosts mental health and emotional wellbeing, builds lifelong healthy habits, and develops vital social skills like teamwork and resilience	Raising the profile of PE and sport across the school, to support whole school improvement	Celebrating achievements on Weduc. Celebrating 30:30 in Collective Worship. Celebrating awards.
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	Offering a broad, equal range of sports is vital to boost physical and mental well-being, support brain development, and foster a positive attitude toward lifelong exercise. Equal access for all genders tackles deep-rooted inequalities, ensuring every child—regardless of background or ability—has the opportunity to thrive and build confidence.	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	Clubs offered to all children (football, netball etc) Enrichment opportunities fro all children.
5. Increasing participation in competitive sport	All children should be given the opportunity to Increasing participation in competitive sport builds physical health and mental	Increasing participation in competitive sport	PB challenges After school competitions Class competitions

Plan, monitor and evaluate (2025/2026)

- 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:

	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 clubs to support children's activity levels.	4 x weekly with Premier Sports to support activity. Upskilling lunchtime supervisors Playground Leaders/Active Play Heroes to support younger children. Girl Power	Active lunchtimes for all	Registers Impact documents from Premier Sports
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Children's activity levels were higher but also children's behavior was refocused which has led to calmer lunchtimes Children who would not normally join in have through Girl Power.	Yes through the development of skills of the play leaders. Lunchtime supervisors have now been upskilled to monitor activity.	Play leaders also leading activities along side Premier Sports and also independently.	£7,300

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Upskill staff in Dance and Gymnastics Upskill staff with ball skills	Teachers to teach alongside quality coaches (Stardust and Andy Root)	Teachers feeling confident teaching Dance and Gymnastics and using ball skills in a variety of ways	Lesson observations Verbal feedback
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Teachers feel much more confident at teaching Dance and Gymnastics and ball skills	Yes as teachers have taught alongside delivery	Teacher Voice	£5,500

Your objective:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Enrichment for all	Scooter Workshops Skate board workshops Glow in the Dark Dodgeball 30:30 challenges	All children taking part in a variety of extra curricular activities	Photos Pupil Voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Enjoyment of a non curricular sport. Children learning new skills as well as consolidating skills.	Yes – children are given the opportunity for community links	Children have been leading 30:30 activities.	£900

Your objective:

	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 competition across school	Enhanced SSP package PB challenges Class cheerleading and Indoor athletics	All children taking part in AT LEAST one competition at their level (engage, develop, compete	Competition register
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Whole school competitions for all children	Yes as the children know that they can access completion at their level and feel more confident	All children have taken part	**£2,500**