

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	100% of Y6 cohort met this criteria Our target cohort was Y5 which had 4 target pupils. There was good progress but support and targeting needs to continue for the Y5/6 cohort in 2025/26	Achievement by the end of KS2 due to continuing ambition to take R-Y4 and targeted pupils in Y5/6
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	As above	As above
3. Perform safe self-rescue in different water-based situations	As above. This is now routinely part of provision and pulled through into whole school assemblies and school news information.	As above. We had some transportation disruption (out of our control) that impacted some access.

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	- The local sports partnership and SGO competition has worked well. It has supported staff in understanding and developing high quality curriculum delivery. There has been particularly good impact on HLTA staff who are more confident to take the lead in more curriculum provision 25-26. - Achievement against the curriculum is very strong. Only 3 pupils not at expected and these are at WTS and have specific SEND barriers that they are successfully overcoming appropriate to them.	- As the year has progressed workload and wellbeing has been challenging. Staff would benefit from an online digital scheme to support provision, consistency and workload. Will become priority for the following year and this will enable us to review the curriculum and its tracking. - Staff changes in 25/26 will mean we need to continue CPD and training for staff with emphasis on new staff and staff changing roles. - Extending OAA activity to Pool Meadow or on our own site was not achieved due to: - o Lack of curriculum time (Pool Meadow would remove full afternoon due to time to walk). 25 – 26 aim will be to combine with other curriculum needs e.g. science, art, DT etc in order to optimise time - o Staffing challenges and workload meant releasing time to focus on, on site resources was not available.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	- The local sports partnership and SGO competition has worked well. All pupils have accessed a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition (see calendar of events – sports board – school news – pupil voice responses to opportunities). This has supported enjoyment and developed skill. - Playground zones have led to more active playtimes, increased choice, a balanced of formal and creative games, happier playtimes and strong pupil voice feedback - All disadvantaged pupils attended at least one club with many attending more. Take up of sport in and outside of school is high – see evidence. - Pupil leadership of games (Jumping Jaxx and lunchtime competition) has been good and involved a good % of pupils - Mile run is engaged with by all pupils and the update of playground markings has boosted both the effective organisation and the positive engagement. - Pupils value the sports board and their voice to fgive feedback after a sporting opportunity (this is used to inform future provision) - The school council and classes reviewed the after school club provision and requests were taken into account and acted on. - School Games Gold was achieved again – see evidence	Positive Ofsted outcome (good) with outstanding personal development: ‘The provision for pupils’ wider development is exceptional. Pupils display impressive character, acting as ambassadors for their school.’ There is a slightly less take up of after school sporting activities (pupil preference for wider choice of other activities e.g. cooking). We will monitor pupil voice on this in 25/26
3. Raising the profile of PE and sport across the school, to support whole school improvement	- Pupils value the sports board and their voice to give feedback after a sporting opportunity (this is used to inform future provision) - The school news values all activities with write up and photos. - The local sports partnership and SGO competition has worked well. All pupils have accessed a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition (see calendar of events – sports board – school news – pupil voice responses to opportunities). This has supported enjoyment and developed skill.	- In 25/26 increase engagement with external sporting role models to inspire and excite. - Continue to monitor and target equal experience for all.

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	- The local sports partnership and SGO competition has worked well. All pupils have accessed a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition (see calendar of events – sports board – school news – pupil voice responses to opportunities). This has supported enjoyment and developed skill. - Playground zones have led to more active playtimes, increased choice, a balanced of formal and creative games, happier playtimes and strong pupil voice feedback - A survey on experience girls/boys showed good opportunity and engagement for both. Girls and sport opportunities have been promoted (e.g. football) and the format of competition engages teams with representation from both. Playground activity values participation by both and timetables encourage girls if participation is lower. - Disadvantaged pupils have engaged in wider opportunities very well and targeting has had good take up. - Outside providers in gymnastics, football, rugby and OAA have strengthened provision and supported staff CPD. This has also compensated for lack of rural access for some families.	Although this has gone well it needs to continue to be a target area due to considerable cost to broaden the provision and to support the transportation costs for access.
5. Increasing participation in competitive sport	- The local sports partnership and SGO competition has worked well. All pupils have accessed a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition (see calendar of events – sports board – school news – pupil voice responses to opportunities). This has supported enjoyment and developed skill. Competitive events attended at the level 3 were Netball, Rounders and Swimming. There were level 2 events throughout the year and each curriculum provision that has team sports aims to end with house matches at the end of the unit.	Need to monitor uptake of after school provision/lunchtime provision which supports preparation for level 3 competition.

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 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 target data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	100%	This will need continued targeting for specific pupils
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100%	This will need continued targeting for specific pupils
3. Perform safe self-rescue in different water-based situations	100%	This will need continued targeting for specific pupils

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
A: To support curriculum review, consistent implementation and staff knowledge, workload. (Access to a online PE CPD platform and curriculum resource; sports partnership agreement; other PE training as appropriate)	Support staff turnover Support staff in new roles Support curriculum review and tracking Support workload and wellbeing	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence Staff voice
B: All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill. (Sports partnership, external providers within the curriculum, external sports role models)	To compensate for rural disadvantage and access to opportunity and facilities To compensate for small school range of staff and opportunity To remove transportation barriers of a rural area Access to this provision and the coaching expertise supports the confidence, knowledge and skills of staff (aim A above)	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	Pupil experience – pupil voice Pupil achievement – data Take up of opportunities Monitoring evidence Celebrate and value participation and enjoyment on the sports board/school news
C: All pupils access a broader range of extra- curricular activity in a range of sports that appeals to all groups including target groups (disadvantaged, SEND, girls etc). This includes active playgrounds with a range of activities which all groups engage in.	24/25 showed less take up of after school clubs – pupil voice will inform provision Active playtimes and take up of extra curricular opportunities supports the Chief Medical Officer guidelines	2. Increasing engagement of all pupils in regular physical activity and sporting activities 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	Pupil experience – pupil voice Take up of opportunities Monitoring evidence Celebrate and value participation and enjoyment on the sports board Support and preparation for level 3 activity
D: To continue our OAA offer to support OAA skills and team building. Identify class visit to Pool Meadow for an OAA/wider curriculum area activity Develop OAA activities on own site (use Lacon resources)	Optimising our environment for curriculum provision. Strengthening staff knowledge Optimising local provision for the benefit of our own children.	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 1 Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence Staff voice
E: To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) To consider how to meet the increasing gap in swimming skills in younger age groups	Access to swimming continues to be on the decrease. We are facing more pupils without water safety or swimming knowledge and skills	2. Increasing engagement of all pupils in regular physical activity and sporting activities 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	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence

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*

Your Objective: A: To support curriculum review, consistent implementation and staff knowledge, workload. (Access to a online PE CPD platform and curriculum resource; sports partnership agreement; other PE training as appropriate)



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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	A: To support curriculum review, consistent implementation and staff knowledge, confidence, skills and workload. (Access to a online PE CPD platform and curriculum resource; sports partnership agreement; other PE training as appropriate)	- Research and invest in scheme that supports curriculum, cpd, implementation and tracking impact - Provide other training bespoke to individual need of staff or provision - PE partnership to engage PE coaches to work alongside staff	Staff consistent implementation supported by comprehensive resource Staff turnover does not negatively impact provision as staff support is sustainable beyond key personnel Pupil achievement remains high At least good quality lessons Pupils voice indicates enjoyment and achievement Staff voice indicates increased confidence, knowledge and skills	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£2340 online platform £500 other training £1000 LCS partnership £600 external agencies to complement curriculum £250 additional resources to support curriculum £500 for membership fees to support professional knowledge and understanding.

Your Objective: B: All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill.



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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	B: All pupils access a broad programme of Level 1, Level 2 and (where appropriate) Level 3 competition. This supports enjoyment and develops skill.	- Sports Partnership with LCS - Engage in SGO Level 3 competition (5 sports identified) - Support transportation to Level 2 and Level 3	- 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 - Participation analysis of all groups (FSM, SEND, girls/boys, disadvantaged) shows equal engagement - Increasing participation in competitive sport in and outside of school	Pupil experience – pupil voice Pupil achievement – data Take up of opportunities Monitoring evidence Celebrate and value participation and enjoyment on the sports board Beginning and end of year survey
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				LCS Sports Partnership £2300 Transportation £3000 £600 for external competition £100 resources for internal sport competitions

Your Objective: C: All pupils access a broader range of extra- curricular activity in a range of sports that appeals to all groups including target groups (disadvantaged, SEND, girls etc). This includes active playgrounds with a range of activities which all groups engage in.



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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	C: All pupils access a broader range of extra- curricular activity in a range of sports that appeals to all groups including target groups (disadvantaged, SEND, girls etc). This includes active playgrounds with a range of activities which all groups engage in.	- Pupil voice (school council) identifies areas of interest. - Plan and sourcing of areas of interest - Liaison with LCS sports partnership and SGO - Jumping Jaxx and using sports leaders	- 25/26 shows increased take up of school clubs - Active playtimes sports and games that engage participation from all groups	Pupil experience – pupil voice Take up of opportunities Monitoring evidence Celebrate and value participation and enjoyment on the sports board/school news Support and preparation for level 3 activity £250 additional resources to support wider opportunities
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£600 internal clubs £700 LCS partnership £700 other external clubs

Your Objective: D: To continue our OAA offer to support OAA skills and team building. Identify class visit to Pool Meadow for an OAA/wider curriculum area activity
Develop OAA activities on own site (use Lacon resources)



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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	D: To continue our OAA offer to support OAA skills and team building. Identify class visit to Pool Meadow for an OAA/wider curriculum area activity Develop OAA activities on own site (use Lacon resources)	- Liaise with local providers and be specific about outcomes - Look at curriculum and identify joint subject opportunities for the use of pool meadow. Write into the curriculum - Give staff time to develop OAA activities for our own site and or pool meadow	We optimise our environment for curriculum provision. We strengthening staff knowledge to do this. We optimise local provision for the benefit of our own children. Pupils benefit from team building and problem solving activities. Pupils secure OAA skills as identified on curriculum maps	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence Staff voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				OAA support budget £1500

Your Objective: E: To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) To consider how to meet the increasing gap in swimming skills in younger age groups



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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	E: To target pupils to meet national curriculum swimming targets (specifically Y5/6 pupils who may need additional provision and support) To consider how to meet the increasing gap in swimming skills in younger age groups	- Swimming provision aims to include Y5/6 target pupils (increased staffing, transport and possibly pool time) - Continue to evaluate the programme to support the best progress for pupils.	- Pupils rapid progress with swimming skills – as evidenced in tracking sheets - Y6 pupils meet end of KS expectations	Pupil experience – pupil voice Pupil achievement – data Monitoring evidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				£2000 to support pool time, additional swimming coach/adults and transport

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