

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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<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 We teach this in Year 4 so we can provide extra lessons for those that cannot swim 25 m.	72% of pupils in <u>year 4</u> can swim 25 metres. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this data to be 100%. We are looking at different venues to help with this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) We teach this in Year 4 so we can provide extra lessons for those that cannot swim 25 m.	49% of pupils in <u>year 4</u> can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this to be higher so are looking at different venues and extending the swimming lesson block to 3 weeks.
3. Perform safe self-rescue in different water-based situations We teach this in Year 4 so we can provide extra lessons for those that cannot swim 25 m.	46% of pupils in <u>year 4</u> can use a range of strokes effectively. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	We want this to be higher so are looking at different venues and extending the swimming lesson block to 3 weeks.

Aims for the next academic year (2025/2026)



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<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	Lots of children engaged with the instructors and teachers – particularly the non-swimmers. Good percentage of children can swim with preferred swim stroke.	A significant number of children continued to rely on their strongest or preferred stroke rather than demonstrating confidence across different swimming techniques. Group sizes were larger than ideal, reducing opportunities for individual feedback and targeted support from instructors.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Lots of children engaged with the instructors and teachers – enjoyed learning new swimming strokes.	While children were enthusiastic about learning new strokes, limited lesson time meant many were unable to develop the technique and consistency required to use a range of strokes effectively. Larger group sizes restricted opportunities for repeated practice and personalised coaching.
3. Perform safe self-rescue in different water-based situations	Great opportunity to engage with safe self-rescue and diving boards at the Life Centre.	Not all pupils were able to take part fully in self-rescue activities, as access was dependent on reaching a required level of swimming competence. Some children needed further development in stroke technique and water confidence before they could safely engage in all aspects of the self-rescue curriculum.

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	Renew Jasmine Active (Real PE/Gym/Dance) subscription. Employ the PSSP to deliver CPD for teachers. All teachers to complete a feedback form one they have received training from PSSP. Focus on new members of staff and ECTs Lunchtime supervisors / teaching staff during the lunch hour supported by Active Leaders Subscription to the Outdoor Education Advisory Service and online planning tool Evolve (through Routeways)	With the change in Sports Premium money and a new curriculum. It is a good time to reflect on staff CPD. Pe co-Ordinator to get staff to complete an audit and see what CPD is needed. PE Co-Ordinator to observe where needed as there wasn't an opportunity to do this. Upper KS2 teachers discussed lack of engagement with older children and Jasmine subscription. Look at new planning from Oak Academy and implement into our new planning – taking opportunities to follow new 'enriching guidelines'.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All year 6 children received training (Term 1) and have approached the role with enthusiasm. Engagement from younger children at lunchtimes has been good. Restock and replace PE equipment Purchase rewards to be used to celebrate a termly PE Champion for each class (linked to PE learning cogs). PE Coordinator to track winners across the year. 30 x reaction balls = £158 Sports Directory Jump Start Jonny subscription for movement breaks	Continue to train Y6 in Term 1. Continue to focus on KS1. Continue to restock and replace equipment. Difficult to keep stock of equipment: Engage House Captains to create Sports/Enriching Council. Part of their role would be to regularly tidy cupboard and stock take PE equipment. Jump Start Jonny has not been utilized across the school and not best value for money. To create money savings, teachers to use 'movement' videos on YouTube.

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	All year 6 children received training (Term 1) and have approached the role with enthusiasm. Engagement from younger children at lunchtimes has been good. MTAs liaised with PE Coordinator to support Active Leaders and ensure consistent good active play.	Continue to train Y6 in Term 1. Continue to focus on KS1. MTA to liaise with Active Leaders/House Captains: part of their role would be to regularly tidy cupboard and stock take PE equipment.
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	PSSP to deliver afterschool clubs throughout the academic year, including fewer common activities: • PSSP Cross-Country Event • KS1 Multi Skills Festival • KS2 Multi Skills Festival • Indoor Rowing Programme • Tag Rugby Event • Indoor Rowing Championships • Primary Schools Challenge • CPD Term 1 Archery CPD Term 2 New Age Kurling sessions x5 • Term 4 Y5 Footgolf, 2x Y3 Indoor Athletics Term 5 Y5 indoor athletics, 2x reception dance, 2 xY3 Gymnastics – Flight • Bikeability for Y5 • PSSP Primary Athletics Major Schools • Spirit of the Games Rowing (Primary)	Lots of opportunities for children to engage with a variety of different physical activities and training for staff. Including: Term 1 Target Club Term 2 Y3 & Y4 Dance Y5 & Y6 Dodgeball Y1 & Y2 Girl's Football Term 3 Y1/2 Multi-Skills Y3/4 Football Y5/6 Target Term 4 Y3/4 Athletics Y1/2 Cricket Y5/6 Athletics Term 5 Y1/2 Dance Y3/4 Cricket Y5/6 Cricket Term 6 Y1/2 Athletics Y3/4 Dodgeball Y5/6 Rounders
5. Increasing participation in competitive sport	Employ the PSSP to provide competition for children of all ages and abilities. PSSP provide termly reports on the number of events attended. PE Coordinator to track participation and identify children for events. School have funded clubs for all pupils who sign up to attend.	

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 objectives: Increasing engagement of all pupils in regular physical activity and sporting activities and Raising the profile of PE and sport across the school, to support whole school improvement



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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)	Continue to develop lunchtime play provision to increase activity for least active groups.	Develop Active Leaders (training programme) in KS1, Midday supervisor training, Staff CDP to develop their understanding of games and play, range of equipment. Youth voice activities to understand pupils wants and needs with outdoor play provision.	A confident and competent group of Y6 activity leaders that take initiative and 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. A happier, more active playground that meets the needs of lots of pupils.	Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback. MTA to liaise with Active Leaders/House Captains: part of their role would be to regularly tidy cupboard and stock take PE equipment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of KS1 pupils through considerate choices of equipment and the types of games played. Boys are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for T1 activity 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 midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging boys. Y6 have decided that they want to be activity leaders for younger children to give them purpose and confidence? Termly rotation of Active Leaders to remain 'fresh'.	Children met with PE Lead termly to discuss any issues and concerns brought forward by Y6. Timetables and activities were organized ready for Y6 to take lead.	£7809.55 for MTA costs and training

Your objective: Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed



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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)	Continue to provide CPD and planning resources for staff	Buy into professional subscriptions: Jasmine (REAL PE) Commando Joes (orienteeing) Jump Start Jonny PSSP – CPD with specialist teachers Outdoor Education Advisory Service and online planning tool Evolve (through Routeways) Curriculum resources for lessons/activities	Our continued investment in the PSSP and subscriptions will ensure that we have access to a specialist teacher to support our teachers. Investing in our staff is a priority as they are our most sustainable resource.	Staff survey to be conducted to identify confidence levels/ strengths and weaknesses.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased staff confidence and ability to adapt plans where needed e.g. SEND needs or ability of children.	With the reduced funding for 2026/27 PE Lead to look Oak Academy for PE planning. Jump Start Jonny was expensive for school use. To create money savings teachers to use 'movement' videos on YouTube. PSSP have offered a shortened service on offer for Term1 and possibly 2.	With the change in Sports Premium money and a new curriculum. It is a good time to reflect on staff CPD. Pe co-Ordinator to get staff to complete an audit and see what CPD is needed. PE Co-Ordinator to observe where needed as there wasn't an opportunity to do this. Upper KS2 teachers discussed lack of engagement with older children and Jasmine subscription. Look at new planning from Oak Academy and implement into our new planning – taking opportunities to follow new 'enriching guidelines'.	£2,335.45

Your objective: 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 and increasing participation in competitive sport



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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 and more equal experience and range of sports and physical activities	PSSP to deliver afterschool clubs throughout the academic year, including fewer common activities: • PSSP Cross-Country Event • KS1 Multi Skills Festival • KS2 Multi Skills Festival • Indoor Rowing Programme • Tag Rugby Event • Indoor Rowing Championships • Primary Schools Challenge • CPD Term 1 Archery CPD Term 2 New Age Kurling sessions x5 Term 4 Y5 Footgolf, 2x Y3 Indoor Athletics Term 5 Y5 indoor athletics, 2x reception dance, 2 x Y3 Gymnastics – Flight • Bikeability for Y5 • PSSP Primary Athletics Major Schools • Spirit of the Games Rowing (Primary) Employ the PSSP to provide competition for children of all ages and abilities. PSSP provide termly reports on the number of events attended. PE Coordinator to track participation and identify children for events. School have funded clubs for all pupils who sign up to attend.	Lots of opportunities for children to engage with a variety of different physical activities and training for staff. Including: Term 1 Target Club Term 2 Y3 & Y4 Dance Y5 & Y6 Dodgeball Y1 & Y2 Girl's Football Term 3 Y1/2 Multi-Skills Y3/4 Football Y5/6 Target Term 4 Y3/4 Athletics Y1/2 Cricket Y5/6 Athletics Term 5 Y1/2 Dance Y3/4 Cricket Y5/6 Cricket Term 6 Y1/2 Athletics Y3/4 Dodgeball Y5/6 Rounders	Engagement across the school offering a range of opportunities for children to engage in. Nearly all clubs have had full capacity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children having a broad experience of a range of physical opportunities.	With the current funding this is not sustainable. Meetings with EBM to discuss alternative provisions and options. DTGS (Play equipment and Servicing report) discuss findings and what to do in September.	Feedback from children and staff Parental engagement when booking clubs	£9,435.00