

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

Created by



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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)

- 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	Most. All children swim for 2 half terms in all KS2 classes, this allows children who are not confident to catch up.	Cost of transport to Hornby pool is a HUGE proportion of the swimming costs. Child who needed top up swimming – parent did not want them to attend top up with younger class.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most, see comment above	See comment above
3. Perform safe self-rescue in different water-based situations	Most, see comment above	See comment above

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	EYFS staff – confident and experienced in teaching PE – no further support needed. KS1 staff – confident in most areas and support given as needed. KS2 staff – less confident – courses attended and coaches used to support the delivery of some units so the teacher has a model for next time that unit is delivered. Accessed CPD opportunities through LHSSN – using PE across the curriculum, teaching gymnastics (2 staff),	Sometimes difficult to get staff out of class on courses, this will be planned further ahead of time this academic year.

2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports clubs every lunch time, changes and responding to children's interests. All year 5 and 6 pupils trained as sports leaders so they also deliver active games every lunch time – something on offer for everyone. All KS2 represented school at least once in a sports competitions, most children twice and some children many times. Opportunities for this come from LVSSCO, CSSCO, LHSSN and school games opportunities.	Girls football on a Monday – we have overcome this by changing the day as there were several Mondays that were holidays so this is now on a Tuesday.
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3. Raising the profile of PE and sport across the school, to support whole school improvement	Celebrating sporting successes in the newsletter, remind and noticeboard – esp for children who find other aspects of school difficult – this has boosted self esteem.	We need to encourage and build in more active lessons across the curriculum so children are moving more during lesson time.
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	Girls only football been a huge success. Lots of different activities on offer so something for all - Football, dodgeball, athletics, young leader games – parachute, tig type games, ball games.	

5. Increasing participation in competitive sport	All KS2 children competed at least once in inter school comps, most twice or more. Most KS1 competed in inter school comps. All pupils KS1 and 2 many opportunities to compete in intra sports comps as apart of PE lessons.	Time to access all the many things that are on offer. This year we will plan out further in advance so we can access more. Also access panathlon events for our SEND children.
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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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key area	Supporting evidence
All staff to deliver high quality PE lessons for 2 hours per week	All children need confident teachers who have the knowledge and skills to deliver high quality PE lessons where all children make good progress from their starting points.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	
All pupils will access 60 active minutes at school each day.	Children need to be active to have good mental health and wellbeing. Some of our children are less active at home so this is even more important for them.	Increasing engagement of all pupils in regular physical activity and sporting activities	
Governors will be more aware of PE and school sport and this will feed across SDP.	By raising the profile of PE and sport it becomes a priority for all stakeholders and governors will understand the importance of it.	Raising the profile of PE and sport across the school, to support whole school improvement	
All pupils should have equal access across the range of sports and physical activities	All children need to feel valued and big given their opportunity to shine.	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	
All pupils in KS1 and KS2 will represent school in a sports competition each year.	Choosing children for opportunities that are suitable for them is important for children to feel valued and a sense of achievement – this aids good mental health and wellbeing.	Increasing participation in competitive sport	



Aims for the next academic year (2025/2026)

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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)

Example objective shown below is for reference purposes only:

	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 for least active groups.	Develop pupil leadership (training programme), 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 Outdoor play provision such as OPAL	A confident and competent group of 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 all pupils especially SEND and girls.	Youth voice data through half-termly surveys and interviews/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 voice and feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	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 SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active	Continued training for 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 girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

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	All pupils in KS1 and KS2 will represent school in a sports competition each year.	Join LHSSN, LVSSCO and CSSCO and take up as many opportunities as we can. Attending a range of sports and opportunities including those for SEND children and those who do not play for teams outside of school.	All pupils in KS1 and KS2 will enjoy representing school at least twice this academic year. Children will have increased motivation, will become more active and find a life long love for physical activity.	Teachers to complete record sheet to show which children have attended which event.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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	All teachers to deliver high quality PE lessons for 2 hours per week	All teaching staff to complete PE CPD opportunities this year. This includes CPD course Royal Ballet, Gymnastics course, support for all KS1 and KS2 classes from coaches in Rugby. Access CPD opportunities offered from LHSSN	Teachers are confident in delivering PE curriculum.	CPD records. Discussion with teachers post training on how they implement this into their PE lessons
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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	All pupils will access 60 active minutes at school each day.	Sports club on offer for all pupils every lunchtime – planned from pupils voice. All year 5 and 6 pupils trained as sports leaders – deliver active clubs everyday. Teachers encouraged to make curriculum active and get outside where appropriate.	Children to concentrate better in lessons, children to be more physically active and more physically literate.	Lunchtime club timetables and teachers planning.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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	All pupils should have equal access across the range of sports and physical activities	Lunchtime clubs to include girls only football. All children encouraged to join in especially those with SEND, staff know the children well and will make adaptations as needed to ensure all children are included. Use pupil voice to ensure we offer what the children want. Use sports ambassadors to promote the different sports on offer Access opportunities through LHSSN for sports opportunities eg archery.	All children can find a sport they enjoy and all children will enjoy doing some form of physical activity.	Lunch club rota Pupil voice via sports ambassadors.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate				

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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				
	What impact have you	Are the improvements	Supporting evidence	Approx. cost



	seen?	sustainable? How?		
Evaluate				

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