



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)



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- 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.

<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	68% of swimmers, in Year 5, were able to complete 25m	Not having enough time for every session due to coach running late from school, which then shortened particular sessions.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Over 59% were able to swim a variety of strokes, in Year 5.	Not having enough time for every session due to coach running late from school, which then shortened particular sessions.
3. Perform safe self-rescue in different water-based situations	86% of year 5 were able to perform safe rescue.	Not having enough time for every session due to coach running late from school, which then shortened particular sessions.

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. Introduction of Commando Joes equipment for teacher led PE sessions	Observed a number of classes using the equipment. They were all engaged and enjoyed each session	Initial teacher engagement was low. Change to curriculum and what teachers previously had done before led to some new teachers being a little anxious, especially those without the initial training received by the experts (Summer Term 2025) – New starters in 2025/26.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	PE Leader leading whole school assemblies celebrating UK sports men and women, across a wide range of different sports to raise the profile of different sporting options available. Park Run for schools – signed up to begin engaging at weekends. Craze of the week – purchased a wide range of equipment for outdoor play Additional table tennis tables provided & EYFS purchase of small climbing frame.	Opportunities for SEND children needs to be addressed further for full engagement.

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	Every term, subject leader took an assembly to celebrate UK sports stars across a wide range of different sports, highlighting UK sporting achievements	Not having the opportunity to reinforce these sports by offering children the chance to try them out.
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	Equal Access for schools – Girls Football Schools Partnership. Clubs offered: Dance KS1&2, football (KS2), netball (Year 5&6), tennis (KS1&2), gymnastics (KS2), Multi-sports (KS1 to Year 3), cheerleading (KS1 &2), yoga (EY & KS1).	Tag rugby did not generate enough interest across the school and was subsequently dropped from after-school club activities.
5. Increasing participation in competitive sport	DSSN Membership – offering a wide range of competitive and non-competitive events so all children of different abilities are able to engage.	Struggled to enter events that required smaller groups to attend, instead of whole class activities, due to staffing issues.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Pupils having the opportunity to try a range of different play activities/games across all age groups	To have more opportunities at different sports, building confidence and working as a team.	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	Lunch time - craze of the week/sporting activities for the children to enjoy. Led by adult supervisors and Year 6 sports ambassadors
Use of KS1 playground fitness trail	Giving KS1 children more opportunities to engage in fun sporting activities during break and lunch times.	Raising the profile of PE and sport across the school, to support whole school improvement	Staff observations. They are constantly in use.
Netball coaching	Offering children expert coaching to improve game play and 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	Lots of success with the Year 5/6 children. 2 Year 6 children securing places within an external netball club.
New and improved equipment for sports day – egg & spoon, sack race, 3 legged race, tug of war & KS1 agility equipment	To provide more children a variety of activities to excel.	Raising the profile of PE and sport across the school, to support whole school improvement	Positive feedback from parents and pupils. Lots of excitement competing/supporting the tug of war event as well as the use of the KS1 agility equipment. Fun and engaging activities.
New ropes/ladders – gymnastics equipment. New and improved gym mats/ repaired pommel horse equipment	To increase confidence when using the equipment. Making sure all pupils enjoy and are safe.	Raising the profile of PE and sport across the school, to support whole school improvement	Better grip within gymnastics units. Pupil and teacher voice. Photo evidence using the equipment

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 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*

<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 meters	70% of swimmers, in Year 5, were able to complete 25m	Only Year 5 were booked for swimming due to travel costs. No longer are Year 3 or 4 involved with swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Over 60% were able to swim a variety of strokes, in Year 5.	Only Year 5 were booked for swimming due to travelling costs. No longer are Year 3 or 4 involved with swimming.
3. Perform safe self-rescue in different water-based situations	89% of year 5 were able to perform safe rescue.	Only Year 5 were booked for swimming due to travelling costs. No longer are Year 3 or 4 involved with swimming.

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 objective: To ensure staff are confident in delivery of PE



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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 ensure ECT and new staff are trained and confident in teaching and delivering PE.	Through team teaching, drop ins, and lesson observations. Training providing for new staff and ECTS. Regular updates communicated to staff in training.	Increased confidence of staff including ECTS and new staff to the school. Consistency in teaching across the school and clear sequence of progression.	Lesson observations, drop ins, pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff are confident in delivery of PE and a following the scheme. Following 'deep dive' and subject review, reminders were given to all staff. Children spoke positively about PE and there was clear sequence in the progression of skills across the school.	All staff are confident in delivery of PE and following the scheme. SL is experienced in leadership of PE and will continue to support staff.	Staff voice, pupil voice and clear sequence of progression of skills through lesson observations and drop ins.	Physical Resources - £3319 Online scheme of work - £1514

Your objective: To engage PPG/SEND children in PE



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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 engage SEND children in more sports.	Monitor clubs attended by who throughout the year and to cater for more activities during the day for more vulnerable/disengaged children.	To enhance PE for all children of all ability through engaging PE lessons and the opportunity to try different sports/activities	Pupil voice Subject Leader to observe at lunchtimes/PPA.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils with SEND have been able to access multi-sports club to build up their skills. SEND children have better adaptations by all teachers at the school. Different equipment is used in order to include these children in order to make PE lessons more engaging throughout.	Teachers to continue adapting PE lessons for their class. Pupils will continue to be able to access extra-curricular clubs.	Pupil voice – do you feel included in your PE lessons – 97% feel good about participating in PE. Others that feel PE isn't suitable for them, have adaptations in place, but they refuse to participate fully in the lessons	£1330

Your objective: To implement a new unit for PE.



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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 introduce a new activity to the curriculum for teachers to deliver	Commando Joes – Teacher led which was added to the curriculum this year across all year groups.	Interest from each year group, where they want to organise and participate as a lunchtime activity. For children to engage and have fun trying a new sport in school. To increase pupils' resilience.	Staff voice and pupil voice to establish children's opinions. Pictures from school and from family trips
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have really engaged with the activities. They have enjoyed problem solving /working out solutions to problems and then worked in small groups or in teams to compete with each other.	Staff have had this year to imbed the unit into their teaching, so teachers are far more knowledgeable with each of the activities. Commando Joes are also providing school with online support, including lesson plans/ideas.	Assessment, staff voice and teacher knowledge of targeted pupils.	£2700

Your objective: To further increase the opportunities for children to attend or compete in competitive sports.



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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 ensure all classes engage in PE trips/events	Signing up to DSSN events throughout the year. Organise local schools friendly competitions/matches.	Children to learn to compete against different schools. To learn to win and lose graciously as well as interacting with other local schools within their age group. To enjoy a variety of sports they aren't always exposed to.	Pupil and staff voice. Pictures taken during each trip. To gauge pupil engagement from each event through staff feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	There has been further opportunity for children to attend or compete. Increased numbers of competitive sports and attendance at these events.	Yes, but they may need to be run in school clusters and locally.	Emails, football and netball league. Coaches and pupil voice. Log of events attended Log of match results.	Game On - £2030 DSSN membership: £1530 DSSN trips - £735 Netball coaching - £1107

Your objective: To raise the profile of PE for SEND pupils.



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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 raise the profile of PE and support within a PE lesson for disadvantaged pupils in PE lessons.	- Class teachers to identify PPG and SEN children in their PE lessons who need accelerated progress or are below EXS in PE. - Class teachers and subject lead to support with ways/adaptations to support these children and share with apprentice. - Staff to be aware of targeted pupils in PE lessons and how we can support.	- Improved outcomes for disadvantaged pupils. - More disadvantaged pupils at EXS or Exceeding.	Assessment, staff voice and knowledge of targeted pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The vast majority of year groups now have more children at Expected and Exceeding compared to last academic year	Staff are more confident in understanding how to make adaptations for disadvantaged children. Staff are confident to speak to SL about improving outcomes in PE. Equipment has been purchased and staff have further knowledge on how to use this equipment to support their delivery.	Assessment, staff voice and apprentice knowledge of his targeted pupils.	PE Sports SEND Course £200 £4,149 – PE equipment spend, repairs & trips

Your objective: To provide all pupils the opportunity to succeed at PE, regardless of ability.



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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 differentiate activities effectively.	Teachers to moderate their lessons to accommodate all ability in the group in order to give children the tools to succeed	To enhance child engagement in sports and to differentiate tasks in order to give children the opportunities to succeed and participate effectively. Teachers working closely with our sports specialist for advice and to observe good practice .	Lesson observations Pupil voice with SEND/WTS/EXS/GDS pupils to establish how they are being stretched in PE
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All staff have been observed during PE lessons by the subject leader. Teachers have adapted the equipment used in order to differentiate those children that require extra support. Those children more at GDS have been stretched appropriately with equipment used, but also are used to help others as well as invent new games/rules and teach to others	Subject Leader to continue monitoring lessons to ensure high quality delivery.	Observation Staff feedback Pupil voice	£1330

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