



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	Swimming attainment has continued to improve, with 85% of pupils meeting the National Curriculum expectation of swimming at least 25 metres.	While pupils are making good progress in developing swimming skills within the curriculum, participation in swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Currently, 57% of pupils are able to use a range of swimming strokes effectively.	While 85% of pupils are able to swim at least 25 metres, only 57% can use a range of recognised swimming strokes effectively.
3. Perform safe self-rescue in different water-based situations	A total of 89% of pupils were able to perform a safe self-rescue in a range of water-based situations, demonstrating strong knowledge and application of essential water safety skills.	11% were unable to do so. This highlights the need for targeted support and additional water safety instruction to ensure all pupils develop the knowledge, confidence, and practical skills required to keep themselves safe in and around water.

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	Continuous Professional Development (CPD) in gymnastics and dance has continued to strengthen staff confidence and has become embedded within the curriculum through guidance and support from external providers, such as Junior Sports Stars. TEAMMCR training days for Early Career Teachers (ECTs) have provided a valuable foundation for developing teachers' confidence, knowledge, and understanding of how to deliver high-quality physical education	Staff observations identified that, while not all PE non-negotiables were consistently demonstrated, there has been significant improvement in staff confidence, subject knowledge, and lesson leadership. Teachers are developing a stronger understanding of effective PE delivery, with increased confidence in planning, structuring, and leading purposeful lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We continue to provide a broad and inclusive programme of competitive sport by registering teams with TEAMMCR and entering both girls' and boys' football leagues. Pupils also represent the school in a wide range of competitions, including tennis, dodgeball, athletics, and other School Games events throughout the year.	Currently, Key Stage 1 pupils do not have access to organised sporting competitions through TEAMMCR. However, we recognise the importance of providing competitive opportunities for younger pupils and have identified this as an area for development.

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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	We continue to celebrate and promote our sporting achievements through a range of communication channels, including school newsletters, social media, and regular conversations with parents and carers.	we hope to inspire more children to develop a lifelong love of physical activity. We encourage pupils to continue their participation beyond the school day by joining local sports clubs and engaging in extra-curricular activities however this is the not the case.
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	We pride ourselves on offering a diverse and inclusive sporting experience, providing opportunities across a wide range of activities. Alongside traditional sports, we embrace emerging and non-traditional options such as pickleball and ultimate frisbee.	These activities are not embedded within the curriculum, we are committed to providing consistent opportunities for students to engage with a wider range of sports.
5. Increasing participation in competitive sport	We have achieved the Gold Award for the third consecutive year, demonstrating our sustained commitment to competitive sport and the consistent progression of opportunities for students to participate and excel.	This year, we did not provide competitive sporting opportunities for Key Stage 1 pupils. Expanding competitive opportunities for this age group will be a focus for future development.

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 metres	We aim to maintain consistently high percentages of children who swim competently, confidently, and proficiently. We will also strengthen our support for parents by building stronger relationships and promoting extracurricular swimming lessons, ensuring families understand how we can work together to help children develop their swimming.	The percentage of pupils able to swim competently, confidently, and proficiently over a distance of at least 25 metres was 65% . This represents a decrease compared with the previous year's cohort and indicates the need for continued targeted support to improve swimming attainment and increase the proportion of pupils meeting the expected standard.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	We aim to continue to offer support children who are unable to perform a range of swimming strokes effectively by building strong relationships with swimming teachers, particularly those working with key worker groups. We will communicate each child's individual areas for development so that swimming teachers can	The percentage of pupils able to swim a range of strokes effectively was 32% this represents a decrease compared to previous years cohort and indicates the need for continued targeted support to improve swimming attainment and increase the proportion of pupils meeting the expected

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Continue to provide safe, well-structured sports lessons that deliver a progressive and appropriately challenging curriculum.	These lessons will develop pupils' physical competence, confidence, and enjoyment of physical activity, while promoting healthy, active lifestyles and encouraging lifelong participation in sport and exercise.	Gymnastics and dance provision led by teaching staff	Lesson observations demonstrate a significant improvement in the quality of lessons delivered by teaching staff. Improvements are evident in pupils' behaviour, engagement, and attitudes to learning, as well as in the planning, delivery, and overall quality of teaching. Lessons are more purposeful, progressive, and focused on developing pupils' knowledge, skills, and confidence.
Provide a broad range of extra-curricular sporting opportunities for all pupils, with a targeted focus on increasing participation among less active pupils and those with Special Educational Needs and Disabilities (SEND).	This will ensure equitable access to physical activity, promote inclusion, and encourage greater confidence, enjoyment, and sustained engagement in sport.	Ensure consistency and selection of school sports teams through a structured approach led by the PE Leads. A comprehensive annual sports calendar will be developed and implemented to provide a clear schedule of competitions, festivals, and sporting events, enabling increased participation, effective planning, and equitable opportunities for all pupils.	The school has continued to provide a wide range of competitive sporting opportunities, maintaining three football teams (Girls', Boys' North, and Boys' South) alongside participation in competitions including dodgeball, tennis, and athletics. This broad offer has enabled more pupils to represent the school and engage in competitive sport. A particular success has been the increased participation of pupils with Special Educational Needs and Disabilities (SEND). Through targeted opportunities, these pupils have developed greater confidence, enjoyed meaningful competitive experiences, and felt valued and included within the school's sporting provision.
Lunchtime provision continues to provide pupils with a wide range of	allowing children to develop physical skills, teamwork, confidence, and enjoyment of	Continue to provide regular intra-school competitions during lunchtimes,	Intra-school competitions have continued to be a significant success,

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*

Plan, monitor and evaluate (2025/2026)



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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	Continuous Professional Development (CPD) for teaching staff	We will continue to develop dance provision through a structured programme of training and support, enabling staff to deliver high-quality, progressive dance lessons within the PE curriculum. This will enhance teachers' confidence and subject knowledge while providing pupils with opportunities to develop creativity, coordination, rhythm, expression, and confidence through physical activity.	A development of dance provision across the school, with staff confidence and competence strengthened through high-quality Continuing Professional Development (CPD). This has enhanced teachers' subject knowledge and ability to deliver progressive, engaging dance lessons, providing pupils with opportunities to develop creativity, coordination, rhythm, performance skills, and confidence within the PE curriculum.	Lesson observations have demonstrated a significant improvement in the quality of dance provision across the school. Increased staff confidence, subject knowledge, and understanding of progression have resulted in higher-quality dance lessons that are more engaging, purposeful, and effective in developing pupils' skills, creativity, and confidence.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	There has been a noticeable increase in pupils' confidence, understanding, and knowledge of dance. The quality of dance provision has improved through enhanced subject knowledge and a more positive mindset towards dance, resulting in greater engagement, creativity, and progression in pupils' learning and performance.	All lesson observations undertaken since the commencement of the CPD programme have demonstrated a clear increase in the quality of dance provision. Staff confidence, subject knowledge, and delivery have improved significantly, resulting in more effective teaching and learning. Pupils have responded positively, showing increased engagement, confidence, and understanding of dance skills and concepts.	Through lesson observations, video evidence, photographic evidence, and discussions with pupils and teaching staff, we have identified a significant improvement in dance provision across the school. Evidence demonstrates increased staff confidence, improved quality of teaching, and greater pupil engagement, enjoyment, and understanding of dance. The development of provision has had a positive impact on both teaching practice and pupils' experiences within the PE curriculum.	Junior Sport Stars – 3,800

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 (Complete now and monitor)	to provide pupils with access to a wide range of inter-school sporting competitions and events. This partnership enables increased opportunities for pupils to represent the school, develop competitive skills, build confidence, and experience the wider benefits of participation in sport.	Maintain membership with TeamMCR.	an increase in the number of pupils participating in competitive sport both within school and through links with external sports clubs. This demonstrates a positive shift in pupils' engagement, confidence, and enthusiasm for physical activity, while supporting the development of lifelong participation in sport and active lifestyles.	Pictures, videos Competition Calenders, newsletters.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	There has been a positive change in pupils' participation in competitive sport and extra-curricular activities. More pupils are engaging in competitions and wider sporting opportunities, demonstrating increased confidence, motivation, and enjoyment. This has supported a more inclusive sporting culture where pupils of all abilities are encouraged to participate and represent the school.	Pupils continue to demonstrate high levels of enjoyment and engagement in competitive opportunities. Through participation in competitions children feel motivated to participate.	Pupil and teacher voice, videos, pictures, newsletters.	TEAM MCR – 1,950

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 (Complete now and monitor)	Purchase high-quality sports equipment to ensure pupils and staff have access to the appropriate resources needed to deliver and participate in high-quality physical education. This investment will support effective teaching, enhance pupils' learning experiences, and enable children to develop and apply a wide range of physical skills confidently.	PE Leads will continue to carry out regular stock checks and manage the purchasing of sports equipment to ensure resources are appropriate, safe, and meet the needs of the curriculum. This will support staff in delivering high-quality physical education and provide pupils with access to the correct equipment to develop their skills, confidence, and enjoyment of sport.	Through the strategic purchasing of high-quality sports equipment, we continue to support the delivery of consistently high-quality Physical Education across the school. Ensuring staff and pupils have access to appropriate resources enhances teaching and learning, enables a wider range of activities to be delivered effectively, and supports pupils in developing their physical skills, confidence, and enjoyment of sport.	Pictures, videos, Receipts of purchase, conversations with teaching staff and pupils.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Physical Education continues to be delivered consistently to a high standard, with pupils accessing a broad and balanced range of sports and physical activities.	Sports equipment continues to be stored appropriately, maintained to a high standard, and readily accessible to support high-quality Physical Education provision. Annual stock checks are carried out to monitor the condition and quantity of resources, ensuring equipment remains safe, suitable, and meets the needs of pupils and staff.	Conversations with teaching staff, pupils and parents.	Equipment Costs £2,348.20

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 (Complete now and monitor)	To support teachers in delivering progressive, well-structured PE lessons, ensuring pupils develop their skills, knowledge, and confidence across a wide range of physical activities while enabling effective assessment and tracking of progress.	Provide pupils with a broad and varied Physical Education curriculum through the use of an appropriate assessment and planning platform.	An increase in teaching staff knowledge, confidence, and competence in delivering and leading high-quality Physical Education lessons. Through ongoing support, professional development, and access to effective resources, staff are better equipped to plan, deliver, and assess progressive PE lessons that meet the needs of all pupils.	Through lessons, conversations with staff.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An increase in staff confidence, ability, and subject knowledge has strengthened the delivery of Physical Education across the school.	Staff are now better equipped to plan, teach, and assess high-quality, progressive lessons that support pupils' physical development, engagement, and achievement.	Lessons observations, pupil and staff voice, pictures, videos.	£799.00

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 (Complete now and monitor)	Outdoor Adventurous Activities (OAA) have been introduced successfully, providing a strong foundation for embedding this area of learning within the PE curriculum.	Years 5 & 6 started OAA and expanded pupils' physical experiences. .	supporting the growth of resilience, teamwork, communication, and problem-solving skills while creating a progressive pathway for future curriculum delivery.	Pupil and staff voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Outdoor Adventurous Activities (OAA) have had a highly successful introduction, with pupils and teaching staff responding positively to the new provision. Staff have enjoyed developing their confidence in leading OAA activities, while pupils have engaged enthusiastically, demonstrating enjoyment, teamwork, resilience, and problem-solving skills. This has provided a strong foundation for further embedding OAA within the PE curriculum.	The school site has been surveyed and mapped to support the introduction of Outdoor Adventurous Activities (OAA), with the necessary planning and resources in place for implementation next academic year. A comprehensive bank of lesson plans has also been developed to support teaching staff in delivering high-quality, progressive OAA sessions. This will ensure staff feel confident in leading activities and that pupils receive a structured and engaging curriculum experience.	Pictures, videos, pupil voice, staff voice.	£250.00

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 (Complete now and monitor)	Swimming provision will continue to be offered to pupils in Year 4, providing regular opportunities to develop confidence, competence, and proficiency in the water. Progress will be monitored throughout the year through ongoing assessments, with guidance and support provided by swimming teachers and PE Leads..	Weekly swimming lessons continue to be provided through the local leisure centre, ensuring pupils receive regular, high-quality swimming instruction throughout the year.	pupils requiring additional support are identified and targeted effectively. This enables appropriate intervention to improve confidence, water safety, swimming ability, and progress towards achieving the expected swimming standard.	Swimming attainment data demonstrates that pupils continue to make progress towards achieving the expected swimming standard
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	A steady progression of support has enabled pupils to develop increased confidence, competence, and a sense of safety in the water.	Through consistent swimming provision, targeted guidance, and ongoing assessment, pupils continue to build essential swimming skills and develop the confidence required to participate safely and effectively.	65% of children could swim 25M 32% could perform a range of strokes. 41% of children could perform a safe self rescue.	£7132.40

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