

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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	Children in Years 3, 4 and 5 completed a full term of swimming lessons. Confidence in the water increased significantly, particularly for Year 3 pupils, many of whom had little or no previous experience of swimming. Swimming instructors reported improved water confidence, stamina and technique throughout the programme. The majority of Year 5 pupils were able to swim 25 metres confidently and competently by the end of their lessons, demonstrating good progress from their starting points	Whilst most Year 5 pupils achieved the expected 25 metres, a small group of pupils still required further support to build their confidence and stamina in the water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils developed their ability to use a range of swimming strokes, including front crawl, backstroke and breaststroke. Most Year 5 pupils were able to demonstrate effective technique in at least two strokes, while younger pupils made good progress in developing basic stroke coordination and water movement skills. Swimming teacher assessments showed improvement across all year groups	Breaststroke continued to be the most challenging stroke for many pupils and some children required additional practice to refine their breathing and coordination.
3. Perform safe self-rescue in different water-based situations	Children were taught important water safety skills and demonstrated an understanding of how to stay safe in and around water. Pupils learnt how to recognise hazards and discussed actions they could take if they found themselves in difficulty. Confidence in discussing water safety increased across all year groups. In July, all pupils took part in Water Safety Week activities, which further developed their understanding of staying safe near water, recognising risks and knowing how to respond in emergency situations.	Opportunities to practise self-rescue skills in a range of real-life water environments were limited for most pupils due to the time available within swimming lessons. Whilst Year 6 pupils benefited from practical experiences during their residential visit, younger pupils had fewer opportunities to apply their learning in different water-based settings.

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	Staff worked alongside specialist PE coaches throughout the year, which increased their confidence and subject knowledge when delivering PE lessons. Teachers were able to observe high-quality practice, develop their understanding of progression within PE and apply new teaching strategies within their own lessons. Monitoring and pupil voice showed that children enjoyed PE lessons and were engaged in learning. Staff feedback indicated increased confidence in teaching a range of sports and physical activities.	Some staff continued to feel less confident teaching specific areas of the PE curriculum, particularly gymnastics and dance.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils were provided with a wide range of opportunities to be physically active throughout the school day, including PE lessons, active playtimes, lunchtime activities, clubs and sporting events.	Whilst participation increased overall, engaging some groups of pupils, particularly less active girls and a small number of SEND pupils, remained a challenge.

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	PE and sport continued to have a high profile across the school through participation in sporting events, competitions, Sports Day and extracurricular clubs. Achievements were celebrated in assemblies and shared with parents, helping to promote positive attitudes towards physical activity.	Whilst PE maintained a positive profile across the school, participation in extracurricular activities varied between year groups. Further opportunities are needed to ensure all pupils, particularly disadvantaged pupils and less active children, regularly engage in leadership roles and represent the school in sporting events.
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	Pupils accessed a wide range of sports and physical activities throughout the year, including team games, athletics, dance, gymnastics and outdoor adventurous activities. The Year 6 residential visit provided opportunities for pupils to take part in activities that many had not previously experienced, helping to build confidence and resilience. Clubs and enrichment activities were open to all pupils, ensuring broad participation across the school.	Although participation was generally good, some girls were less likely to engage in active play and extracurricular sporting activities.
5. Increasing participation in competitive sport	Pupils had opportunities to participate in a range of competitive sporting events throughout the year, representing the school with enthusiasm and sportsmanship. Participation in local festivals and competitions helped pupils develop confidence, teamwork and resilience while experiencing healthy competition. Sports Day enabled all pupils to take part in competitive activities and celebrate personal achievement. Children spoke positively about representing the school and participating in events alongside other schools.	Competition opportunities were sometimes limited by transport, staffing and event capacity. As a result, not all pupils had the opportunity to represent the school in external competitions.

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	Swimming provision was successfully delivered to pupils in Years 3, 4 and 5, allowing children to build on previous learning and develop increasing confidence in the water.	A small number of pupils continued to require additional support to achieve the expected 25-metre standard. Progress was slower for some children who entered the programme with limited prior swimming experience or lower levels of confidence in the water.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils developed greater technical competence across a range of swimming strokes and demonstrated improved control, breathing and coordination. As confidence increased, pupils were able to refine their technique and swim with greater efficiency.	Some pupils found it challenging to transfer skills consistently across different strokes, particularly when attempting more advanced techniques.
3. Perform safe self-rescue in different water-based situations	Year 6 pupils also had the opportunity to apply their knowledge during their residential visit, where they took part in water-based activities and learned additional water safety and self-rescue skills in a practical setting.	Whilst pupils developed strong theoretical knowledge, opportunities for practical self-rescue activities remained limited for some year groups. Further experiences involving real-life water safety scenarios would strengthen pupils' confidence and preparedness in different environments.

Aim	Why?	Key Area	Supporting evidence
Embed the new Complete PE scheme of work across the school, including curriculum planning, assessment and progression of skills.	To ensure all pupils receive a broad, balanced and progressive PE curriculum and to increase staff confidence in planning, teaching and assessing PE.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities.	New yearly curriculum overviews developed for each year group. Audit of resources completed to ensure equipment matches curriculum requirements. Staff trained to use planning and assessment tools. Staff voice, lesson observations and assessment data will be used to monitor impact.
Introduce targeted sensory circuits and movement interventions to support pupils' readiness to learn and increase daily physical activity.	To improve regulation, concentration and engagement for targeted pupils, including SEND pupils and those requiring additional support with self-regulation.	Increasing engagement of all pupils in regular physical activity and sporting activities.	Baseline observations, pupil progress data, behaviour records, attendance and staff feedback. Monitoring of pupils participating in sensory circuits.
Provide additional coaching and training opportunities for pupils selected for sports festivals and competitions.	To improve pupils' confidence, skill level and performance when representing the school in competitive sport.	Increasing participation in competitive sport.	Competition results, pupil voice, participation data, coach assessments and observations during tournaments and festivals.

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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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	Introduce and embed the Complete PE scheme of work across the school to ensure a progressive, high-quality PE curriculum that supports staff confidence and improves pupil outcomes.	- Develop a whole-school PE curriculum overview for each year group. - Introduce Complete PE planning resources and assessment tools. - Audit existing equipment and purchase resources required to deliver the full curriculum. - Provide staff training and support to ensure consistent use of the scheme.	- Increased staff confidence in planning, teaching and assessing PE. - Consistent delivery of PE across all year groups. - Clear progression of skills and knowledge throughout the school. - Improved pupil engagement and attainment in PE. - Accurate assessment information to inform future planning.	Staff confidence surveys, lesson observations, PE monitoring, curriculum plans, assessment data, pupil voice and resource audit documentation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The Complete PE scheme was successfully introduced and embedded across the school. All year groups followed the newly developed curriculum overview, ensuring consistent coverage and progression of skills. Staff reported increased confidence in teaching PE due to the high-quality planning resources and clear lesson structure.	The curriculum overview, assessment systems and planning resources are now fully established and can continue to be used and refined annually. New staff can access the scheme and receive support through existing planning structures. Equipment purchased through the resource audit will continue to support high-quality delivery of the curriculum.	Staff questionnaires showed increased confidence in PE delivery.	Complete PE subscription: £3000 Additional PE resources/equipment: £2000

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)	Introduce sensory circuits and movement interventions for identified pupils to improve readiness to learn, self-regulation, concentration and participation in physical activity.	- Identify pupils who would benefit from sensory circuits through SEND reviews and staff referrals. - Deliver structured sensory circuit sessions before the start of the school day. - Train relevant staff to lead and monitor the programme. - Purchase and utilise equipment to support sensory and physical development. - Regularly review pupil participation and adapt activities to meet individual needs.	- Improved readiness to learn at the start of the school day. - Increased engagement in lessons. Improved concentration and self-regulation for targeted pupils. - Increased physical activity levels amongst identified children. - Improved confidence and wellbeing.	Baseline observations, behaviour logs on CPOMS, attendance data, pupil voice, staff feedback, SEND reviews and learning walk observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Sensory circuits were introduced for targeted pupils in Years 4, 5 and 6 and delivered daily by a qualified sports coach. The sessions provided pupils with a structured and active start to the day, supporting the development of balance, coordination, regulation and concentration skills. Staff reported that pupils were calmer, more settled and better prepared for learning following participation in the sessions.	Resources and activities can continue to be used in future years and the programme can be adapted to meet the needs of future cohorts. The intervention has become embedded within the school's wider provision for supporting inclusion, wellbeing and physical development.	Staff observations indicating improved readiness to learn. SEND reviews and provision maps. Behaviour and engagement monitoring. Pupil voice demonstrating positive attitudes towards the intervention. Learning walk observations showing improved classroom transitions.	Sports coach to deliver sensory circuits and movement interventions for 30 minutes each morning, five days per week throughout the academic year. Approximate cost: £4,500-£6,000

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)	Provide targeted coaching and training opportunities for pupils representing the school at sports festivals, competitions and tournaments to improve skills, confidence and participation in competitive sport.	• Deliver additional coaching sessions for pupils selected to attend festivals and competitions. • Provide sport-specific training prior to events. • Work with a qualified sports coach to develop pupils' technical skills, teamwork and understanding of competition rules. • Increase opportunities for pupils to experience competitive sport across a range of activities.	• Increased confidence when representing the school. • Improved sporting skills and knowledge. • Greater participation in competitive sport. • Improved performances at festivals and competitions. • Positive attitudes towards teamwork, resilience and sportsmanship. • Increased aspiration amongst younger pupils to represent the school.	• Competition participation records, pupil voice, coach observations, event feedback, photographs, competition outcomes and attendance records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Additional coaching prior to sports festivals and competitions had a positive impact on pupils' confidence and preparedness. Pupils attended events feeling more secure in their understanding of the rules, expectations and skills required. Participation in competitive sport increased throughout the year, with more pupils having the opportunity to represent the school.	The coaching model can continue to be used in future years to prepare pupils for sporting events. Skills developed through training sessions will benefit pupils beyond individual competitions and can be transferred into PE lessons and extracurricular activities. Strong links with coaching providers and local sporting events will ensure pupils continue to access competitive opportunities. The success of pupils representing the school has also helped raise the profile of sport across the school and encouraged other children to become involved.	• Increased numbers of pupils representing the school during the academic year. • Positive pupil voice regarding participation in competitions. • Staff observations of increased confidence and teamwork. • Festival and competition records. • Photographs, newsletters and celebration assemblies recognising achievements. • Improved engagement in PE and extracurricular sport following participation in events.	Sports coach delivery of targeted training sessions for pupils attending sports festivals, competitions and tournaments (1 hour per week across the academic year). Approximate cost: £1,500-£2,000

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