



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



Commissioned by



Department
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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	80% of Year 6 can swim 25 meters These children had swimming for an entire year and this has had a positive effect on water confidence for all children. 24/30 children passed their 25m assessment	Although water confidence was improved this year, there were still 3 children who could not swim at all. We want all children to be swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of children can use a range of strokes as seen from the swimming assessments.	We want all swimmers in Year 6 to be able to use a range of strokes re
3. Perform safe self-rescue in different water-based situations	83% of pupils in Year 6 can perform safe self rescues (this includes 1 pupil who did not make the 25m assessment)	Although water confidence increased in all pupils, a number of our disadvantaged SEND children still was unable to perform safe self rescues. It is our hope that with additional staffing allocated to swimming this year and with a member of staff entering the pool with SEND children this will be reduced.

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>The use of specialized PE coaches to team teach with staff has increased staff confidence significantly. Staff PE confidence audits were used to tailor support for staffs individual needs and 100% of staff that worked alongside the coach felt that the teaching of their least confident area of the PE curriculum had increased.</p> <p>Clear whole staff CPD was also used in staff meeting time to ensure that all staff had up to date training in dance, OAA and athletics. This had a positive impact on lessons with all lesson observations in PE being good or better.</p> <p>Support for PE for our resource base children by outside coach meant all children could engage in physical activity.</p>	<p>As the coach was only working 1 day a week in school there were staff that did not get the opportunity to get support in all areas of need. This suggests that confidence gaps still exist and need to be address this academic year.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>The PE coach was also employed to offer additional PE activities at lunch times for our pupils and offer a range of more unusual activities after school 2x weekly (artery, drumba etc). This has meant that children have been exposed to a wider range of sporting and additional physical activities outside their normal PE lessons</p>	<p>Take up for afterschool clubs was not as high as we would have liked meaning the additional opportunities did not reach the wider audience we had hoped.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>PE star of the week is celebrated in phase assemblies with over 90% of the school receiving an award this year.</p> <p>Additional sporting opportunities such as the relaunch of the school football team and interschool competitions have meant that PE and sport across the school has seen a bigger emphasis.</p>	<p>There are still a small number of SEND children who do not actively participate in PE lessons and are therefore not receiving 60minutes of activity a day. This number increases when we look at the number of children taking part in sporting activities of physical activities on the weekend.</p>
<p>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</p>	<p>After school provision 2x weekly has meant we can offer a wider range of sporting and physical activities to our children.</p> <p>GetSEt4PE scheme of work has meant that our teachers have the lesson plans and resources to teach a variety of sporting activities in PE when not working alongside the coach</p>	<p>Low uptake of some after school provision and extra curriculum clubs and events</p>
<p>5. Increasing participation in competitive sport</p>	<p>All children have now taken part in whole school competitive events such as sports days. We have increased participation by working alongside other schools to offer football matches to our children</p>	<p>This is an area that need to be continually developed as we make further links within our cluster and MAC</p>

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	This Year 5 pupils are swimming. We hope that >80% can swim 25m even though this is a class with over 30% of the children on the SEND register	Year 6 non swimmers to go swimming in the summer term
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	This Year 5 pupils are swimming. We hope that >80% can swim 25m even though this is a class with over 30% of the children on the SEND register	
3. Perform safe self-rescue in different water-based situations	We would hope that 70% of children could perform a safe self rescue	



Aim	Why?	Key Area	Supporting evidence
Develop staff confidence in PE	To improve the quality of PE lessons	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Ongoing support from external coaches has shown an impact on staff confidence. This needs to be monitored further with staff surveys, pupil conferences and lesson drop-ins
Increase participation in after-school sports clubs and competitions	To promote physical activity and engagement beyond the school day	Key indicator 5 Increase participation in competitive sport Key indicator 2 Increase engagement of all pupils in regular physical and sporting activities	Monitor after school take up with the potential to use INSIGHT to track attendance Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.
Embed GetSet4PE scheme of work	To ensure progressive and inclusive PE	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff surveys, pupil conferences and lesson drop-ins
Adapt PE for resource base children	To enhance access to physical education for all	Key indicator 2 Increase engagement of all pupils in regular physical and sporting activities	Lesson drop ins, staff confidence

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: Develop staff confidence 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)	Continue to develop staff confidence with the support of outside coaching.	Schedule regular CPD sessions led by external coaches focusing on curriculum delivery and assessment. Facilitate peer observations and team teaching between staff and coaches. Provide resources and planning support aligned with GetSet4PE.	Increased teacher confidence in delivering PE 90% staff report increased confidence (via survey) All lessons good or better when monitored	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Increase participation in after-school sports clubs and competitions



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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)	<p>Enhance after-school club provision to increase participation in sporting clubs.</p> <p>Continue to develop and adapt PE provision with the support of outside coaching for resource base children.</p>	<p>Expand the variety of sports clubs offered, including multi-sport, football, netball, and inclusive activities. Promote clubs via newsletters, assemblies, and parent engagement. Introduce a pupil voice survey to identify interests and barriers to participation.</p>	<p>Increased uptake and wider pupil engagement</p> <p>30% of pupils regularly attend clubs (this will be an increase from 12% at the moment)</p>	<p>Uptake monitoring by school office and potentially INSIGHT</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Embed GetSet4PE scheme of work



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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)	Embed the GetSet4PE scheme of work to ensure constantly good teaching of PE. This will ensure progression and challenge for all.	Ensure all staff use the GetSet4PE scheme for lesson planning and assessment. Regularly review curriculum coverage and pupil progress through GetSet4PE tracking tools. Use GetSet4PE's assessment data to identify gaps and inform interventions.	Consistent use of GetSet4PE and improved assessment. 100% lessons planned via GetSet4PE; improved pupil progress data (when not working alongside the coach)	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

Your objective: Adapt PE for resource base children



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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)	Support resource base teachers in adapting and delivering an appropriate PE curriculum for the needs of the children in resource base.	Adapt PE sessions with specialist coaching tailored to the needs of resource base pupils. Use modified equipment and differentiated activities to ensure access and progression. Collaborate with SENCO and therapists to integrate physical development goals.	Resource base pupils demonstrate progress in PE skills 100% resource base pupils engaged in PE	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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