



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	97% of Y6 cohort could swim 25m proficiently. Through our swimming assessment and observations by swimming teachers	With a target of 100%, we fell short of this target due to the range of swimmers across the year groups, and a lack of time for top up sessions at the end of the year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	85% of Y6 cohort could use a range of strokes effectively. Through our swimming assessment and observations by swimming teachers	With a target of 100%, we fell short of this target due to the range of swimmers across the year groups, and a lack of time for top up sessions at the end of the year.
3. Perform safe self-rescue in different water-based situations	93% of Y6 cohort could perform safe self-rescue in different water-based situations. Through our swimming assessment and observations by swimming teachers	With a target of 100%, we fell short of this target due to the range of swimmers across the year groups, and a lack of time for top up sessions at the end of the year.

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	PE lead lesson observations of all members of staff. Giving feedback on their lessons. Ensured high quality lessons given by highly trained members of staff. Pupil voice data increased to 96% from 92% of those enjoying their PE lessons. Specified individual training for PE teachers around a chosen topic area has increased the level of teaching. Staff feel more confident delivering PE lessons.	We would like the pupil voice to be at 100% for all pupils enjoying PE
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Increased opportunities for all pupils take part in co-curricular clubs. Targeted opportunity clubs for those that had not attended (e.g. benchball/dodgeball)	A small overall % increase from 76% to 79% for those attending clubs. We will focus on this and look to improve this to above 85% next year, with a particular focus on EYFS.

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	inter house competitions improving the quality of sport. Trails for Swim Gala - 1st place for Girls and 3rd place for boys. Incredible achievement for the school	Add inter house competition scores to the overall leaderboard More focus on 60 active minutes a day.
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	Clubs are offered to all pupils and there is an equal split across boys and girls clubs and competitions.	
5. Increasing participation in competitive sport	All pupils get the opportunity to play competitive inter house competitions at the end of term and add points to their house tally. We have attended the majority of events this year to give students the opportunity to represent the school.	Additional prizes for inter house competitions We endeavour to attend all competitions for both boys and girls and give both the opportunity to play competitive inter school competitions.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Develop Physical Activity levels across all pupils in the school	To ensure that all pupils are active for 60 minutes day, 70 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	Engagement in Clubs/Sport at lunchtime as well as before/after school.
Develop competition within lessons and the level of competition at events	To ensure that all pupils can access competition in school and outside of school. To participate and enjoy the experience	Key indicator 5: Increasing participation in competitive sport	Produced great results at Borough Competitions. 2nd in Tag Rugby. Quarter Finals in Girls Football.
Drive to ensure to ensure all pupils meet the minimum requirement in swimming.	All pupils need to meet the minimum requirements of swimming and water safety by year 6	Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Excellent results at the Borough Swimming Gala - 2nd in Girls
Improve the quality and sustainability of physical activity resources	To allow for high quality PE lessons to take place and for the enjoyment to engage pupils with co-curricular clubs.	Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement	Significant improvement in enjoyment of PE lessons.

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	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 (e.g. 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 Outdoor Play Provision (e.g. OPAL) - £8000

Your objective: Develop Physical Activity Levels



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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 opportunities for pupils to access physical activity through clubs before, during and after school, as well as targeted workshops. Build a further understanding of the benefits of physical activity. Ensure all pupils are taking part in 60 active minutes a day. Build Physical Activity levels in SEN, Girls and PPG.	Increase the amount of clubs on offer and vary the range of clubs to give variety to pupils and increase engagement. Introduce a GB athlete workshop as well as cycling workshop for targeted students. Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 sports leaders. Equipment to be purchased for use during lunchtimes and clubs. Approx cost: £2,500	An overall increase in those pupils that are active for 60 minutes a day, 7 days a week. Increase % in those attending a club across KS1 and KS2.	Comparison to National and Regional data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased participation in lunchtime and after-school clubs across KS1 and KS2. More pupils achieving the recommended 60 active minutes each day. Improved engagement in physical activity, particularly among less active pupils and those with SEND. Pupils demonstrated greater confidence, teamwork and enjoyment of physical activity. Playground activity levels increased due to the introduction of new equipment and organised games.	Equipment purchased will continue to be used during lunchtimes, PE lessons and clubs. Established clubs and workshops will remain part of the extra-curricular offer. Lunchtime supervisors and Year 6 Sports Leaders are trained to lead activities, ensuring continued provision. Ongoing monitoring of participation and pupil voice will help adapt provision to meet pupils' needs.	Club registers showing increased attendance - 69% total (76% KS2) - 54% SEN - 73% PPG Active Lives survey and parent questionnaires. PE assessment data and teacher observations. Lunchtime behaviour records and playground observations. Comparison with previous year's participation data and national/regional benchmarks	£3,000

Your objective: Develop Competition



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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)	Ensure pupils have access to regular competition. View SGO offer for sports. Reflect on competition formats within the Borough	Termly inter house competitions across 2 different sports, adding the points to their leaderboards. Attend SGO events on offer to LA pupils and develop their love of Sport. Include trials for swimming and Cross Country as well as other sports to ensure the highest competition at the events. Approx cost: £1000	Higher quality of engagement and love of PE/Sport from all pupils within the primary. More opportunities for pupils to represent the school and feel a sense of pride doing so - developing a love of sport. All pupils will take part in a inter house competition for each sport at the end of a topic, finishing with sports day at the end of the year.	Observations of pupils during competition lessons have shown that participation levels are higher
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased pupil participation in intra-school and inter-school competitions across all year groups. More pupils represented the school in borough events, developing confidence and resilience. Increased enthusiasm and engagement in PE lessons and competitive sport. Improved teamwork, sportsmanship and leadership skills through regular competitions. Greater participation from pupils who were previously less engaged in competitive sport.	The inter-house competition calendar is now embedded within the PE curriculum. Strong links with the School Games Organiser (SGO) ensure continued access to borough competitions. Staff have developed confidence in organising competitive events. Sports Leaders will continue to support the delivery of competitions and Sports Day. Annual reviews of participation will help ensure all pupils continue to access competitive opportunities	Competition registers and School Games participation records. Number of pupils representing the school at borough events - 54% Parent voice surveys showing increased enjoyment and confidence. Teacher observations of engagement, teamwork and sportsmanship. School Games Mark evidence and competition results. We have gone further in the Borough Competitions this year. Came 2nd in the Tag Rugby. Quarter Final sin Boys and Girls Football.	£790

Your objective: Drive to ensure to ensure all pupils meet the minimum requirement in swimming.



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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 that all pupils improve their swimming to meet the national swimming requirements.	Potential top-up swimming lessons. Using the Funding for these sessions and the transport. Send out opportunities for additional lessons to parents of those that do not meet the requirements. Approx cost: £750	Of the current Year 6 cohort 80% could swim 25m and use a range of strokes effectively. We hope to push this to 100%. -	Swimming assessment data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased percentage of Year 6 pupils meeting the national curriculum swimming requirements. More pupils are able to swim 25 metres confidently and use a range of recognised strokes. Improved water confidence and swimming technique among pupils who attended top-up sessions. Fewer pupils required additional intervention by the end of the academic year. Parents were more aware of swimming expectations and supported additional practice outside school.	Annual swimming assessments identify pupils requiring additional support early. Top-up swimming sessions are now built into the PE action plan where needed. Strong partnership with the local swimming provider ensures continued access to high-quality instruction. Swimming data is reviewed annually to target future cohorts effectively. Parents continue to receive guidance on local swimming opportunities to reinforce learning.	End-of-year swimming assessment data. 97% of pupils achieving the national curriculum standard (25m, self-rescue and a range of strokes). Teacher and swimming instructor assessments. Comparison with previous cohorts' swimming outcomes.	£500

Your objective: Improve the quality and sustainability of physical activity resources



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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)	Replace the ageing equipment to ensure that all is safe for children to use. Invest in equipment that will last beyond the academic year	Review of the current equipment at Easter and make an audit. Approx cost: £2,000	Higher quality PE lessons Higher skill level within the lessons Greater enjoyment within PE lessons and lunchtime and co-curricular clubs	Sports Leaders Audit. Pupil/Parent voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	New equipment has improved the quality and variety of PE lessons and physical activity opportunities. Pupils are more engaged and active during PE, lunchtimes and extra-curricular clubs. Teachers have been able to deliver a broader range of activities with appropriate resources. Old and damaged equipment has been replaced, improving safety and accessibility for all pupils. Increased pupil enjoyment and confidence when participating in physical activity	High-quality equipment has been purchased to provide long-term value and reduce replacement costs. A regular equipment audit and maintenance schedule has been established. Resources are stored effectively and monitored to extend their lifespan. Staff and Sports Leaders encourage pupils to use equipment responsibly. Annual reviews ensure future purchases meet curriculum and pupil needs.	Equipment audit before and after purchases. Pupil and parent voice questionnaires. Teacher feedback on lesson quality and resource availability. PE lesson observations. Sports Leaders audit and equipment inventory records.	£2,000

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