



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	92% of pupils achieved this.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	92% of children achieved this.	
3. Perform safe self-rescue in different water-based situations	92% of children achieved this.	

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>Move More – use of sports premium to fund sports coach. Increased confidence in teachers. Additional support for children – inclusion.</p>	
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Children took part in Cricket activities led by external cricket coach. A range of external competitions. 2 x residential to experience outdoor and adventurous activities.</p>	

Aims for the next academic year (2025/2026)



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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

Swimming and Water Safety	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	In 2025-26, through the use of top up swimming lessons, we would like over 100% of the year 6 children to reach the end of KS2 NC expected level for swimming.	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here In 2025-26, through the use of top up swimming lessons, we would like over 100% of the year 6 children to reach the end of KS2 NC expected level for swimming.	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here In 2025-26, through the use of top up swimming lessons, we would like over 100% of the year 6 children to reach the end of KS2 NC expected level for swimming.	Add text here

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 such as 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 OPAL - £8000

Your objective: A sequential PE scheme delivered confidently by teachers.



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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 using in Get Set for P.E. to allow teachers to provide high quality PE lessons for all pupils with half termly assessments. Key Indicator 1	Teachers will use the planning to increase their confidence planning units of work.	A progressive scheme with children building on prior knowledge and skills.	Lesson observations Subject monitoring
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£585

Your objective: To provide support for children with SEND to develop social and emotional skills through sport.



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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 support for children with SEND; physical intervention groups to improve SEMH; run active spelling sessions; KI 1,2,3,4&5	Employ PE consultant to work with children to improve social and emotional skills through sport.	Improved SDQ scores for children. Minimum number of dysregulation / poor behaviour choices around social engagement with peers.	Planning documents Session observations Behaviour data Provision map tracking Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£6415

Your objective: To ensure all pupils have an opportunity to ride a bike safely.



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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 pupils have an opportunity to ride a bike safely. To provide opportunities for younger children to learn the art of balancing. Key Indicator 1 & 3.		*Improved performance in core PE activities. Increased awareness of road safety • Increased pupil confidence and enjoyment in physical activity. • Positive pupil and teacher feedback on skill development.	<ul style="list-style-type: none"> • PE assessment records • Video or photo evidence of skill improvement. • Pupil self-assessments or reflections. Photos
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£420

Your objective: To increase the number of children achieving NC swimming from 92-100%.



	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)	Pupils in KS2 (years 4-6) attend top up swimming sessions to be able to swim 25m confidently by the end of year 6. Key Indicator 1 & 2	Additional top up swimming lessons in the summer term.	<ul style="list-style-type: none"> • 100% of pupils achieve swimming standard 	<ul style="list-style-type: none"> • Tracking data. • Pre- and post-intervention pupil voice surveys. • Staff observation notes. • Photographic evidence of participation in activities. • Comparison of baseline and end-of-year activity tracking data. • Parental and pupil feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£420

Your objective: To increase experiences of, and participation in sporting activities.



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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 broaden pupils' experiences in sport by providing more opportunities to participate in a wider range of physical activities and represent the school, both within the MAT and at local sporting events. Pupils in KS2 (Y6) take part in a Bell boating day to experience adventure in a safe environment. They will experience team work first hand. Pupils in Year 4 and Year 6 attend a residential experience. CPD will also be provided for staff. K13,4,5	<ul style="list-style-type: none"> • Develop partnerships with local sports clubs (e.g. tennis, athletics, gymnastics, rugby, cricket) to deliver taster sessions and workshops. • Organise intra-school and inter-school competitions within the MAT each term. • Provide transport and staff support to ensure that we offer our children as many different opportunities as possible. • Celebrate and promote sporting participation through assemblies, newsletters, and social media. • Track participation to ensure all pupils, including less active ones, have the opportunity to represent the school. 	<ul style="list-style-type: none"> • Increased number of pupils, in comparison to last year, representing the school in sports and physical activity events. • All pupils have experienced at least one new sport or physical activity by the end of the year. • Observed increase in physical confidence, participation, and willingness to try new activities. • Positive feedback from staff, pupils, and parents regarding confidence and enjoyment in PE. 	*Tracking participation data <ul style="list-style-type: none"> • Event calendars, newsletters, and photos of participation. • Pupil voice surveys and teacher observations. • Data showing increased representation compared with the previous year. • Certificates, reports, or recognition from events and competitions.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Markings for school field £150 Transport for CHASE competitions and provisions £1400 Dyson Perrin Sports Hub £69 Bellboating £850 Residential additional staffing & costs £500 Balance Bike sessions £500

Your objective: To increase active playtimes / lunchtimes.



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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)	Supervised Playleaders timetabled each lunchtime. 2 x MDS with responsibility for equipment / managing children's rotas. K12	<ul style="list-style-type: none"> MDS in role to support children. Equipment set up. Monitoring and engaging children in activities. 	Children are actively engaging in sporting activity at lunchtimes. Children are active.	Observations Timetables Photographs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£2915.41 x 2

Evidence 2025-26

Sporting competitions we have entered 2025-26	Targeted sporting events 2025-26
Yr 5-6 cross country (Oct 2025)	KS2 SEND bowling event (Oct 2025 – 6 pupils) KS2

Evidence 2025-26

Sports leadership activities/events we have organised in school to promote physical activity (2025-26)

Play leaders appointed after an application process (Sept 2025)

Play leader timetable set up to support younger children on playground at lunch. Training given to sport leaders to encourage physical activity. (Kerry Move More)

Evidence 2025-26

Additional sporting activities going on in school

(2025-26)

Bikeability training for years 4 and 6 (Nov 2025)

Santa Dash planned (December 2025)

Residential Y6 November 2025

Evidence 2025-26

Extra-curricular sporting activities (2025-26)

Yr 4-6 Netball (Autumn Term)

Forest School

Evidence 2025-26

Staff CPD (2025-26)

Planned Expenditure 2025-26

Sport Premium Funding for 2025-26: £17,460

CPD Planned expenditure (2025-26)

£585 approx.

Internal Planned expenditure (2025-26)

£6000

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External Planned expenditure (2025-26)

£11000

-Transport to and from the competitions/events

-Transport to and from residential