

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

<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	Not Applicable (swimming taught in Key Stage 2)	/
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Not Applicable	/
3. Perform safe self-rescue in different water-based situations	Not Applicable	/

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 surveys demonstrated that confidence in delivering the PE curriculum continued to improve through ongoing support from the Subject Leader and the use of GetSet4PE resources which provide exemplar videos of that the children's key skills should look like. Analysis of the subject data enabled teachers to make regular assessments of pupil performance and to focus on developing pupils through appropriate challenge and support, particularly those children entering Key Stage 1 having not met the Gross Motor Early Learning Goal in the prior Key Stage.	Staff surveys and professional discussions evidenced improved subject knowledge and confidence in curriculum delivery, however, 22% of teaching staff did not report high confidence levels for teaching all aspects of the curriculum.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Standards in PE improved across the school, with a continued year-on-year increase in the proportion of pupils meeting age-related expectations, particularly those moving into a new Key stage e.g. from 80% of Reception children reaching the Gross Motor Early Learning Goal, a further 6% went on to meet their age related expectations in PE by the end of Year 1. Through the use of dedicated lunchtime sports club, over the course of the year, all pupils were able to access this additional provision.	Whilst physical activity opportunities increased and standards within the subject were raised, there remains scope to develop further pupil leadership and active lifestyle opportunities beyond the school day. Ensure the playground is appropriately equipped in order to maximise pupil participation and activity levels. Participation rates for disadvantaged pupils, although improved, remained lower than the overall proportion of disadvantaged pupils within the school.

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	Physical activity became more embedded within the wider curriculum through activities such as World Book Day dance workshops ("Bringing Books To Life"), performances and enhanced outdoor provision. Through the school communications app 'Arbor', school are able to inform parents of opportunities for physical activity such as the HAF programme and access to the '5 a day fitness' resource.	Due to the availability of athlete's schedule, school was unable to secure a female athlete to lead the 'Health & Fitness Day' as part of Alumwellbeing Week. Nonetheless, a male gymnast came to showcase his talents and talk to the children about the importance of healthy lifestyles.
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	Extra-curricular provision remained strong, with all available after-school sports clubs places filled through targeted promotion. The Forest School programme was successfully developed, with two members of staff beginning training to become Forest School Leaders, improving long-term sustainability. Families were provided with more opportunities to engage in physical activity through newsletters, local activity promotion and access to the 5-a-day fitness platform. Feedback through parental surveys endorsed the positive impact of physical activity opportunities.	Participation rates for disadvantaged pupils, although improved, remained lower than the overall proportion of disadvantaged pupils within the school. While physical activity opportunities increased, there remains scope to develop further pupil leadership and active lifestyle opportunities beyond the school day.
5. Increasing participation in competitive sport	The Sports Day model provided an opportunity to increase the competitive element of sporting events. Lunchtime Sports Clubs had a focus on developing the fundamental movement skill of skipping in order to develop the idea of competition.	Opportunities for inter-school competition continued to be limited due to the age range of pupils and local availability of suitable events. The competitive elements of lunchtime Sports Clubs needed further embedding and work with outside agency in order to be sustained.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Increasing engagement of all pupils in regular physical activity and sporting activities
 - Raising the profile of PE and sport across the school, to support whole school improvement
 - 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
 - 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	Not Applicable (swimming taught in Key Stage 2)	/
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Not Applicable	/
3. Perform safe self-rescue in different water-based situations	Not Applicable	/

Aim	Why?	Key Area	Supporting evidence
To increase the confidence, knowledge and skills of all staff in teaching PE and sport, particularly for those less experienced in delivering the whole cycle of the school's revised PE curriculum.	Higher quality delivery of the PE curriculum with an increase in standards so that more children will be working within their age related expectations in Physical Education.	Key Indicator 1	Staff confidence surveys, pupils attainment data, lesson observation reviews and pupil voice. There was a 6% increase in staff confidence and skill in delivering all aspects of the PE curriculum.
To engage all pupils in regular physical activity, particularly outside of timetabled lessons.	To ensure that all pupils will be active on average 60 minutes a day (as per Government recommendations). In addition to the development of physical skills (fundamental movement skills, coordination and agility etc), pupils will demonstrate increased social skills (working safely and collaboratively), more developed emotional skills (perseverance, determination, honesty) and enhanced thinking skills (reflection, the ability to select and apply to different situations).	Key Indicator 2	Increasing engagement of all pupils in regular physical activity and sporting activities – all Key Stage 1 children were able to access a lunchtime Sports Club over the course of the year. Creation of Year 2 Play Leaders facilitated activities with Reception pupils. Reception have timetables PE sessions beyond their daily provision dedicated to development of gross & fine motor skills. 25% of all pupils attended an after-school sports club.
To raise the profile of Physical Education, School Sport & Physical Activity across the school as a tool for whole school improvement.	The importance of physical activity is understood by all members of the school community and opportunities for increased levels of physical activity and participation are embedded within other aspects of the curriculum.	Key Indicator 3	Physical activity became more embedded within the wider curriculum through activities such as World Book Day dance workshops, Health & Fitness Day, Alumwellbeing Week, performances and enhanced outdoor provision. Children's sporting achievements inside and outside of school celebrated through assemblies and school 'superhero' ethos.
To broaden the range of sports, experiences and activities offered to all pupils through the development of the Forest School initiative.	The Forest School offer will help children to become more socially confident, improve their communication and problem solving skills as well as support their emotional well-being.	Key Indicator 4	The Forest School programme was successfully developed, with two members of staff completing training to become Forest School Leaders, improving long-term sustainability. Consequently, this offer is now embedded in the Early Years curriculum as well as opportunities across Key Stage 1.
To increase children's participation in competitive sport by providing regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	Children have more regular opportunity to engage in competitive sports or activities so as to encourage all pupils to participate and enjoy these valuable experience	Key indicator 5:	Inclusive competition format hosted at school sports day. Development of Year 2 football squad increased opportunity for competition. Planned competitive sports opportunities with Alumwell Junior School as part of transition events and joint celebration event (World Cup Day) – see competition calendar and register of participants.

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	To develop sustainable Forest School provision within school.	Train 2 in-school staff as qualified Forest School Leaders. Utilise newly trained Forest School Leaders to expand provision across year groups and embed outdoor learning opportunities.	More confident and competent activity leaders that can lead this initiative across the school. Children to demonstrate boosted confidence, improved social skills and mental wellbeing.	Pupil and staff voices captured through regular surveys, interviews/ group discussions and evidenced through floor book/ annotated photographs. Early Years data to track progress in key areas of development.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	With training and qualification, Forest School leaders have increased confidence and competence. The Forest School offer has been embedded in the Early Years curriculum offer. Positive pupil and staff feedback on the Forest School activities and improved use of school facilities.	Continued training for activity leaders through the Cadmus Schools Forest School network to bring new leaders into the group, sharing new ideas and expertise. With one practitioner based in Reception, the Forest School offer has become an embedded part of the curriculum and can target children with activities that are meaningful and enjoyable to them, raising confidence and purpose.	Staff qualifications, timetables and curriculum evaluations including feedback from Early Years practitioners. Teacher observations, pupil voice and behaviour records.	Physical Resources - £500.00 CPD for staff - £1680.00 + £180.00

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)	Promote active lifestyles across the whole school community and increase participation of disadvantaged and vulnerable pupils	Continue family engagement through newsletters and communications app, 5-a-day resources and promotion of local sports clubs and community events. Target places at clubs, monitor attendance termly and remove barriers to participation where possible.	Higher levels of physical activity across the school day. Increased participation by disadvantaged pupils. Stronger engagement from families in physical activity	Pupil voice, observations and participation records. Club attendance records and pupil participation data. Parent feedback and uptake of community opportunities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Targeted promotion has ensured clubs are fully attended. Increased offer of lunchtime clubs with places for disadvantaged or vulnerable pupils prioritised. Disadvantaged pupils' attendance at extra-curricular or in school initiatives has increased.	Regular monitoring of attendance at extra-curricular activities through school data systems (GetSet4PE and Insight). Extra-curricular offers prioritise places for vulnerable pupils to increase participation levels.	Attendance monitoring showed that disadvantaged pupils were still under-represented at extra-curricular activities compared with their representation in the school population. However, from the previous year, there was a 4% increase in the proportion of disadvantaged children attending (halving the difference from the previous year between these two groups).	Contract with Sports Plus coaching company - £8,920.00 Subscription cost - £336.00

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)	Continue to increase staff confidence and expertise in PE delivery and broaden sporting experiences.	Subject Leader to provide coaching, monitoring and curriculum support. Continue use of GetSet4PE and provide CPD for new staff. Introduce new activities, visitors and enrichment opportunities to encourage participation and inspire pupils.	Improved teaching quality and pupil outcomes in PE. Children are inspired to take up new opportunities and participate in activities associated with a physically and mentally healthy lifestyle.	Monitoring, staff surveys, lesson observations and assessment data.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Lesson observations, pupil and staff surveys demonstrate key features of higher quality lessons with high activity time, pupil engagement, clear progression of fundamental movement skills and whole child development. Health & Fitness Day was led by all in-house staff and not an outside visitor as previous.	Ongoing support from Subject Leader and teaching resources along with increased staff competence supports sustained improvement. All teaching staff competent to deliver Health & Fitness Day.	Staff confidence surveys, pupils attainment data, lesson observation reviews and pupil voice. There was a further 8% increase on the previous year in staff confidence and skill in delivering all aspects of the PE curriculum. Use of dance workshop is embedded in annual celebration event (World Book Day) amongst other events such as Wellbeing Week and Creative Arts.	Bringing Books to Life (World Book Day Dance Workshop) - £1,018.00

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)	To develop pupil leadership within physical activity opportunities	Introduce Sports Leaders opportunities to allow Year 2 children to organise playground games and promote physical activity during lunchtime break with Reception pupils.	Improved pupil confidence, resilience and teamwork	Teacher observations, pupil voice and behaviour records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	High levels of pupil take up and enjoyment for this opportunity. The development of children's play skills is supported and enhanced by older role models. Reduced incidents of inappropriate behaviours on the playground. Conflict is resolved through peer-to-peer mediation.	Layered training- older children offer the training before exiting Key Stage. Recipients of mentoring and leadership are provided with good role models for the future. Reduced load on Lunchtime Staff as children are able to play with increasing independence and self-management.	Behaviour records demonstrate reduced number of incidents of inappropriate behaviours at lunchtime. Teacher observations and pupil voice evidence increased levels of confidence amongst children, increased enjoyment of this time and greater collaboration with pupils working together successfully.	Play resources - £400.00