



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



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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:

- [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	48% of pupils in year 6 can swim 25 metres. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)	We want this data to be 100%. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	61% of pupils in year 6 can use a range of strokes effectively. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)	We want this data to be 100%. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	97% of pupils in year 6 can perform safe self rescues. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)	We want this data to be 100%. Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher.

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	Two members of staff had been supported by a coach provided by DCCT and now demonstrate a greater confidence in teaching PE, a variety of new activities/techniques and improved knowledge of PE pedagogy. The PE leader has been effective in her role due to some access to CPD and structured release time. However, to maximise her impact, particularly in supporting team-teaching and whole-staff upskilling, further consistent release time and strategic planning are needed. One adult trained to level one to enable sufficient support during lessons. Three members of staff have accessed the ECT training and now demonstrate a greater confidence in teaching PE, a variety of new activities/techniques and improved knowledge of PE pedagogy.	New staff have been identified for 2025-2026 so suitable training will be required. There will be an exploration of top up swimming for Y6 children where required when booking swimming next year. This will be used to increase progress further.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Equipment purchased caters to a range of age groups and ability levels, enabling inclusive and progressive learning. It supports both skill development and cross-curricular links. Pupil voice demonstrates an enjoyment of being physically active, higher level of engagement and participation. Resources represent long term use and wide applicability across key stages. 28 children from Y4 and Y5 have been trained as a mini leader. They have participated in leading activities during lunchtimes on a daily basis during the summer term on the KS1 playground. Pupil voice has highlighted that young leaders have gained confidence, responsibility and communication skills. They have demonstrated a greater initiative and pride in their leadership roles. They are positive role models, promoting active lifestyles and fair play. They have experienced improved teamwork skills. There have been increased levels of pupil activity, reduction in low-level behavior incidents and observations show inclusive activities being utilised. 54% of the school population from Y1-Y6 have attended at least one afterschool club. 56% of girls attended a club and 51% of boys attended a club. 43% of SEND children attended a club. 54% of PP children attended a club. 58% of KS1 children attended a club. 52% of KS2 children attended a club. Pupil voice demonstrated that children enjoyed the experience and they would wish to attend another club in the future.	The Physical Literacy was not delivered to children in 2024-2025 but one member of staff has been trained in Physical Literacy and the PE Lead has coordinated a list of pupils to take part in the intervention in 2025-2026. The SENDCO is in support of this intervention.

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	Over 200 parents/carers attended sports day and it was very successful. Good community spirit was observed due to full engagement from all the children from Nursery to Year 6. Pupil voice and parent voice was very positive.	Parent/carer feedback was around changing the order of colour teams on the track/pens, there was no official ending from the Headteacher, final scores were not given straight away (shared later that day), people could not hear on the microphone.
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	Enrichment opportunities for all children from Nursery to Y6 included: fencing, No room for racism assembly, martial arts, girl's football, balance bikes, EYFS/KS1 festival, Y3 dance at Edmund Hall, maypole dancing, Y6 MAT event and cyclo-cross. Pupil voice has demonstrated positive engagement with the sessions, interest in further sessions and pupils inspired by expert coaches in PE. Year 3 participated in 4 dance lessons at the dance studio with a professional dance teacher. Pupil voice was positive and there was full engagement from all 26 children who participated. One child has enrolled at the dance studio privately following this experience.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport	Year 6 MAT event attended. This boosted the confidence of pupils to compete. They developed their teamwork and cooperation skills. They strengthened their friendships in preparation for transition to Secondary school. There was an increase in networking across the trust and the children improved their resilience and adaptability.	

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 25m	66% of pupils in year 6 can swim 25 metres.	Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	66% of pupils in year 6 can use a range of strokes effectively.	Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)
3. Perform safe self-rescue in different water-based situations	90% of pupils in year 6 can perform safe self rescues.	Evidenced on the Wave Award & National Curriculum assessment tracker based on information and data collected poolside with swimming teacher (Y4 data used)

Aim	Why?	Key Area	Supporting evidence
Develop lunchtime play provision across KS1 and KS2 for all children by becoming an OPAL school.	To ensure more children are engaged in 'play' during their lunchtime and be more physically active. Develop the personal development of children including confidence, self-esteem, social skills, imagination etc.	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.	Baseline scores, staff feedback, parents/carers feedback, pupil feedback, observations, monitor accident data before and after, monitor behaviour data before and after.
Provide opportunities to upskill staff to deliver high quality PE lessons.	To ensure all children are participating in two hours a week of high-quality PE each week.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff feedback, observations, lesson drop ins, pupil voice.
Engage in a wider variety of enrichment sports/activities (Diwali dancing, golf, curling and archery).	To ensure all children experience new and different sports that they would not ordinarily engage in.	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.	Pupil voice.
Increase pupils' participation in regular physical activity by providing a broad range of inclusive after-school sports clubs.	Increased participation in physical activity outside lesson time. Improve fitness, health and wellbeing. Increased enjoyment of being active. Greater participation across different year groups.	2. Increasing engagement of all pupils in regular physical activity and sporting activities. Leading to 5. Increasing participation in competitive sport.	Attendance registers, participation by year group, gender and disadvantaged pupils and pupil voice.

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: Provide PE CPD and support to all staff



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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 to upskill staff to deliver high quality PE lessons.	Swimming training CPD for the new Teacher colleague. ECT PE training for the new Teacher colleague. In lesson support from a coach for identified staff colleagues. Get Set 4 PE scheme to be used throughout school for all children and will provide quality lessons, resources and teaching tools.	Increased staff confidence and competence in delivering high-quality lessons. Increased levels of attainment across all units delivered. Positive feedback from pupil voice. High levels of pupil engagement, enjoyment and progress in lessons.	Assessments from Get Set 4 PE, staff voice, pupil voice, lesson observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	There has been a consistent delivery of the PE curriculum across all year groups using Get Set 4 PE. Sustainable improvements in teaching practice as staff develop greater subject knowledge and expertise.	Yes, as there is now a reduced reliance on external coaches because teachers have become more confident and skilled in leading PE independently.	CPD attendance, curriculum map on Get Set 4 PE, pupil voice surveys, observations showing high participation, assessment data from teacher assessments on Get Set 4 PE.	DCCT enhanced affiliation package=£6100 Supply cover for staff attending ECT PE training=£582.26 Swimming training CPD=£80 PE Lead cover=£473.75 INSET day training=£150

Your objective: Drive 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)	Develop lunchtime play provision across KS1 and KS2 for all children by becoming an OPAL school.	Enrol on the OPAL programme and work alongside the mentor to complete all aspects. Staff CPD, rebranding MDS to a Play worker team. Increased opportunities for children to be active, loose parts, designated areas for particular types of play.	A happier, inclusive and more active lunchtime for all children. Fully engaged Play Worker Team who actively facilitate play for the children and supervise appropriately without 'stopping play' unless necessary. Reduction in medical incidents during lunchtime and a greater resilience shown by the children. Reduction in behaviour incidents during and after lunchtimes with improved peer relationships.	Data in relation to medical and behavior incidents to show reductions, pupil voice, staff voice, parent/carer voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Higher levels of pupil engagement and enjoyment during lunchtimes. Greater inclusion, with all pupils able to access activities that meet their interests and abilities.	Yes, children have access to a wider range of high-quality, inclusive play opportunities at lunchtime. Regular OPAL audits and action planning will ensure continuous improvement. Reusable loose parts and play equipment will provide long-term value with minimal ongoing costs.	Lunchtime observations showing higher levels of engagement, creativity and inclusive play. Photographic evidence (where appropriate) of play zones, loose parts and children participating in a variety of activities.	Installments of OPAL = £4,053.32

Your objective: Develop enrichment opportunities



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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)	Engage in a wider variety of enrichment sports/activities (Diwali dancing, golf, curling and archery).	Plan a timetable of enrichment events throughout the year for all children to engage in different sports. Year 2 will attend a local community dance studio for a number of sessions.	Full engagement from children during the sessions. Positive feedback from children and staff. Greater inclusion, with a wider range of activities appealing to pupils with different interests, strengths and abilities.	Pupil voice, observations of sessions, staff feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have experienced a wider range of sports and physical activities beyond the National Curriculum. Improved confidence and willingness to try new activities and challenge themselves.	Yes, as links with external providers and local sports organisations create ongoing opportunities for pupils to continue participating beyond school.	Attendance in enrichment activities. Photographs and displays showcasing participation in events. Teacher observations of engagement, confidence and skill development. Monitoring records showing that all year groups have accessed a broad range of enrichment opportunities.	Diwali dancing=£609 Golf=£538 Bikeability=£120 Danceworks Unlimited =£270

Your objective: Offer a range of clubs



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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)	Increase pupils' participation in regular physical activity by providing a broad range of inclusive after-school sports clubs.	Provide a varied programme of after-school sports clubs throughout the academic year, catering for a range of interests, ages and abilities. Use qualified coaches and school staff to deliver high-quality sessions. Ensure clubs are inclusive and accessible to all pupils. Monitor attendance and adapt the programme in response to pupil voice.	Increased participation in regular physical activity. Higher attendance at sports clubs. Improved confidence, fitness and enjoyment of physical activity. Increased progression into school teams, competitions and community sport.	Club registers, participation data, pupil voice surveys, photographs and staff observations.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	44% of KS1 and 50% of KS2 have participated in a club. 63% of KS1 and 38% of KS2 were PP children. 50% of KS1 and 48% of KS2 were SEND children. 47% of KS1 and 56% of KS2 were girls.	Yes, as a sustainable programme of clubs is established as part of the school's annual provision. Staff develop the confidence and skills to lead clubs independently, reducing reliance on external providers. Links with local community sports clubs provide clear pathways for pupils to continue participating outside school.	Club registers on Get Set 4 PE, staff observations, pupil voice.	DCCT enhanced affiliation package=£6100 (already accounted for) Extra club provided by DCCT=£350 AM sports=£600

Other costs		Total
Football goals and balls		£481.42
Forest school flasks		£49.20
DJ equipment used for Sports Day		£50
Medals and stickers for Sports Day		£254.12
Total amount received: £17,710 Total amount spent: £14,761.07 Total remaining unspent: £2,948.93		
Head Teacher:	John O'Leary	
Subject Leader:	Jenny McCormick	
Governor:		
Date:	23.7.2026	