

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



- 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)

- 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 focussed 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	93% achieved this through intensive swimming course over a 2 week period.	No further opportunities to develop skills for the 1 child who did not manage 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Professional swimming instructors taught consistently using the correct strokes	
3. Perform safe self-rescue in different water-based situations	Opportunities for this were taught as of the 2 week intensive course	

Review of the last academic year (2024/2025)

♦

♦

♦

♦

♦

♦

♦

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	Chance to Shine cricket coaches have been employed to work alongside staff for CPD and Larch and Redwood class to provide coaching for Year 3-4. They have also been employed to run an after school club for KS2 targeting the least active pupils. A martial arts coach has been employed throughout the Spring term to work alongside the teachers for CPD and to work with each year group from Reception to Year 6.	Although teachers feel equipped to assist with martial arts sessions we do not have the equipment to deliver sessions ourselves, neither are we familiar with the correct language etc – further training may be needed for us to run our own sessions/ club Staff feel upskilled in cricket coaching but the uptake in a club was not as popular as it is for football club.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	After the martial arts class worked in School in the Spring term – 4 children continued with this activity and joined his club in the local area. A range of sporting events happen on a daily basis through the sports leaders on the playground at lunchtime. Extra staff have been employed to run after school clubs to enable more pupils to participate. These clubs have included: netball, football, athletics, rounders, balance bike and This Girl Can. • 63% of KS1 attended football club (44% in 23-24) • 30% of KS1 attended multi-skills (0% in 23-24) • 52% of KS2 attended football club (43% in 23-24) • 22% of KS2 attended bench ball club (0% in 23-24) • 25% of KS2 attended netball club (19% in 23-24) • 36% of KS2 attended rounders club (23% in 23-24) • 33% of KS2 attended athletics club (14% in 23-24)	Sports leaders lots enthusiasm in the Spring term but it was then reignited in Summer 1 and proved successful. This year it may be useful to introduce some different activities/ equipment to keep interest with the leaders and children participating. Football is still the most popular after school club – survey what other clubs children would like us to offer in the year 2025-26

	• 52% of KS2 girls attended This Girl Can (0% in 23-24) • 52% of KS1 attended balance bike club (0% in 23-24) • 24% of KS2 attended cricket club (10% in 23-4)	
3. Raising the profile of PE and sport across the school, to support whole school improvement	A range of sporting events happen on a daily basis through the sports leaders on the playground at lunchtime- this has helped to improve behaviour at lunchtime As part of a sports cultural enrichment project Redwood class have been to watch a 20:20 cricket match at Edgbaston – this was partly funded through SPG. Regular updates on the What's on flyer/ Newsletter and on the website and facebook page. Received a School Games value award	Involve children more often in publicising PE in School through writing articles for the School newsletter and facebook page.
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	Specific events for less active pupils have included a martial arts workshop, Chance to Shine cricket club and a Here Girl's Can festival. Extra staff have been employed to run after school clubs to enable more pupils to participate. These clubs have included: netball, football, athletics, rounders, balance bike and This Girl Can. • 100% of pupils engaged in a martial arts assembly (0% in 23-24) • 100% of pupils engaged in martial arts coaching (0% in 23-24)	Football club was the most popular after school club (63%). We need to consider how we can maintain this level of engagement in other sporting activities as well – survey children to discover what other sports they are interested in.

	• 40% of year 5 /6 pupils attended sports leaders conference which led to 60% of Year 5/6 pupils becoming sports leaders providing activities for up to 25% of the school on a daily basis • 55% of the school (KS2) have been provided with cricket training during the school day (0% in 23-24) • 24% of KS2 engaged in cricket training after school – targeted for less active pupils. (0% in 23-24)	
5. Increasing participation in competitive sport	Inter competitive events organized by Stride Active have taken place throughout the year with a range of pupils from KS2 – these have included: Here Girls Can, dodgeball, participation rounders, Dodgeball and the Values festival. • 17% of pupils attended Values festival • 10% of pupils took part in values targeted dodgeball • 8% took part in Here Girl's Can festival which led to a campaign within school to run a This Girl Can club which consists of 52% uptake of KS2 girls participating in the club We have held intra house competitive events in the form of a rounders and cricket tournament	We were not able to participate in the Bees netball competition due to difficulties arranging matches with other schools. We will plan these matches at an earlier time in the year 25-26 to ensure there is time to complete these matches. To develop further intra house competitive events across the whole school in a wider variety of sports.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	100% of the cohort met this objective	After the class block swimming 2 children had not met this standard so were targeted with an additional 2 weeks of swimming tuition enabling them to confidently and proficiently swim 25 metres.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of the cohort met this objective	After the class block swimming 2 children had not met this standard so were targeted with an additional 2 weeks of swimming tuition enabling them to use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations	100% of the cohort met this objective	After the class block swimming 2 children had not met this standard so were targeted with an additional 2 weeks of swimming tuition enabling them to perform safe self – rescue in different water based situations

Aim	Why?	Key area	Supporting evidence
To provide a wider variety and improved quality of equipment to enable us to provide a higher quality of PE	Our netball posts and equipment are becoming rusty and no longer fit for purpose. By updating this equipment we will be able to provide a higher quality of teaching and more equipment will mean children will be more active at the same time Will enable us to develop our clubs through having more up to date equipment Having separate playground and lesson equipment will ensure that there is enough equipment available for more children to participate	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Comments from children, 'I like the different things to play with now at playtimes, we can now play lots of different things.' Sports leaders have said, 'We can easily find the things we need to run and organise different activities at lunchtime.' Staff have commented how children are active more in lessons because there is more equipment available, especially in sports such as tennis where we now have ample balls and different sizes/ types to adapt for SEN children.
To develop more active lunchtimes through the use of sports leaders	Playtimes are often dominated by children playing football, this often leads to behaviour problems and limits the space available for other physical activities on the playground	<i>3. Raising the profile of PE and sport across the school, to support whole school improvement</i>	Miss Izzy to introduce 'Playground Pop' during a lunchtime and to work alongside sports leaders so that they can continue these sessions without her support Introducing 'no football' Wednesdays have led to an increased interest in basketball/ netball – this led to us looking for a basketball coach/ CPD for staff Lunchtime cricket on Thursdays and Friday has been popular with both KS1 and KS2 children Sports leaders have continued to provide daily activities on a rota basis for KS1 children.
To offer a wider variety of extra curricular activities that will be more inclusive to the wider school	There was an increase in after school club participation last year because of the variety on offer. To enhance on this further we want to continue the same	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i>	New after school clubs Tag rugby Dance Gymnastics

population	clubs as last year and introduce further variety using outside agencies which will also be a CPD opportunity so staff can run inhouse in future years.	<i>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</i>	Cricket
To develop teachers and support staff's knowledge and skills in areas recognised through staff surveys	Staff have identified they are less confident in tag rugby, dance and gymnastics. Local clubs/ coaches have been approached to run some after school clubs which will be supported by school staff and therefore provide CPD. Additional after school CPD sessions focusing on these skills will also be organised.	<i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	A dance twilight CPD session was held in Spring 1 which teaching and teaching assistants attended from Nursery to KS2. Miss Izzy then had a CPD day in which she demonstrated with children the warm ups and exercises she had demonstrated during the twilight session. Professional coaches (tag rugby and cricket) have led lesson and after school sessions alongside teachers and PE TA's upskilling staff with knowledge and ideas to continue these clubs/ activities in the future.
To take part in a wide variety of inter competitive sport for all children with a focus on inclusivity.	By partaking in a wide variety of competitive sport children will experience a greater variety of sports which may develop new interests and engagement in local clubs in the wider community. Participation aimed at those who are less engaged in physical activity	<i>Increasing participation in competitive sport</i>	Purchase into the Stride active competition package- Active stars events has targeted PP children giving them access to clubs outside of school and support in school to continue these activities. Bees netball competition against other local schools Targetted girls competitions – girls football and a girls only team at Tag Rugby festival.

Aims for the next academic year (2025/2026)

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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 focussing 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)

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:



association for
PHYSICAL EDUCATION



	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 more active lunchtimes through the use of sports leaders	Miss Izzy to introduce 'Playground Pop' during a Monday lunchtime and to work alongside sports leaders so that they can continue these sessions without her support. Miss James to also be part of these training sessions to assist the sports leaders in delivering these sessions. Introducing 'no football' Wednesdays have led to an increased interest in basketball – this led to us looking for a basketball coach/ CPD for staff	After an initial 6 week period of Miss Izzy leading the sessions Sports Leaders will then run these sessions. These will be run by the children and supported by Miss James and other staff on the playground. Staff will be engaged with these sessions and encouraging all children to participate as well.	Regular observations of involvement on the playground and discussions with the children and Sports Leaders. Playground Pop now delivered weekly by sports leaders on a rotating rota system
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children look forward to Monday lunchtimes. There is a high level of engagement during these sessions and behaviour has improved as children are engaged in this dancing activity. Children are playing less football, more children are now playing cricket (organised by a staff member) and independently.	Miss Izzy to visit again in the Spring term to develop sports leaders further and introduce new ideas/ concepts. This will be with the current sports leaders and involving some year 5 pupils in preparation for next year. Miss Izzy to provide CPD to staff to help them have the skills to continue these sessions in the future.	12 children were initially trained at the start of the year to deliver Playground Pop and a further 12 were trained in delivering Playground Pop during the Spring term. 42% of KS2 children are now trained in delivering Playground Pop. KS1 children were asked about their lunchtimes:- 87% of KS1 children have participated in activities organised by sports leaders. 100% have joined in with Playground Pop activities	Miss Izzy Cost - £150 and children going on the sports leaders conference £300. Dance CPD (twilight and whole day as well as staff costs) £500

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To provide a wider variety and improved quality of equipment to enable us to provide a higher quality of PE	We will purchase new netball posts as ours are going rusty and no longer fit for purpose. These will also be adaptable so that the nets can be lowered so can be used by a wider group of children. By providing additional equipment we will be able to have separate equipment for lessons/ clubs and lunchtime activities. This will ensure there is enough equipment available for all children and will offer them more variety at playtimes.	Greater engagement in lunchtime activities (more variety than just football). This in turn will help behaviour to improve as more children will be engaged in sporting activities. We will be able to host more competitive sports at Luston due to our equipment been more up to date and fit for purpose. Lessons will be more engaging as there will be enough equipment for everyone to be active at the same time	Quotes from staff and children about lesson times and play times.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children are all now active during a lesson and having to share less equipment. In recent cricket lessons there is now a bat and a ball for each pair so now waiting for a turn. More equipment is available at lunchtime so children are engaged in skipping, cheerleading, cricket and tennis activities	Equipment is now organised into lesson and playtime activities so there is resources for both accessible to all. Sports leaders are trained in looking after the equipment and using it for organised lunchtime activities eg cricket and rounders.	Comments from children, 'I like the different things to play with now at playtimes, we can now play lots of different things.' Sports leaders have said, ' We can easily find the things we need to run and organise different activities at lunchtime.' Staff have commented how more children are active more in lessons because there is more equipment available especially in sports such as tennis where we now have ample balls and different sizes/ types to adapt for SEN children.	Equipment costs £3000

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To offer a wider variety of extra curricular activities that will be more inclusive to the wider school population	By using outside agencies/ coaches we will be able to offer a wider variety of extra curricula activities. These will also provide a CPD for school staff so that we can run them ourselves in future years. Some extra curricular clubs to be aimed at the least active/ engaged children e.g. here girls can	A wider variety of extra curricular clubs on offer and an increased uptake in these clubs. More engagement from the least active/ engaged children	Evidence from club registers Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	More children have been engaged in clubs this year – enabling them to be more active. By targeting clubs (inviting children to come along and speaking to parents) we have seen numbers in club increase. Girls sport has been enhanced this year through girls only teams at sporting events- tag rugby and girls football Children with specific SEN needs have also been able to stay at clubs for the first time as extra staff have been employed to support them.	Support staff assisted with the running of these clubs so are now able to lead the clubs in future years making it sustainable. Additional support staff have also been trained through providing 1:1 support for specific children to enable them to attend.	100% of PP children in years 5 and 6 have engaged in Active stars events organised by Stride Active. Extra staff have been employed to run after school clubs to enable more pupils to participate. These clubs have included: netball, football, athletics, rounders, balance bike and This Girl Can. • 66% of KS1 attended football club (63% in 24-25) • 36% of KS1 attended multi-skills (30% in 24-25) • 54% of KS2 attended football club (52% in 24-25) • 33% of KS2 attended netball club (25% in 24-25) • 37% of KS2 attended rounders club (36% in 24-25) • 23% of KS2 attended athletics club (33% in 24-25) • 29% of KS2 attended cricket club (24% in 24-24) New clubs this year 20% KS1 attended gymnastics (0% in 24-25) 17% of KS2 attended Dance club (0% in 24-25) 25% of KS2 attended tag rugby club (0% 24-25)	External coaches delivering CPD £2500 Internal Staff to deliver Clubs after the coaches finish- £2500

Your Objective:



association for
PHYSICAL EDUCATION



	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 teachers and support staff's knowledge and skills in areas recognised through staff surveys	By discussion/ surveys with School staff a weaker area of knowledge/ expertise is in the teaching/ delivery of cricket, dance and tag rugby. Local coaches will be asked to come in and deliver specific staff CPD as well as running after school clubs with the support of school staff to further upskill them.	An increased uptake in after school clubs as we will be able to offer a greater variety through upskilling school staff. Staff more confident to deliver a wider variety of activities in lessons and as after school activities.	Staff surveys at the start and end of the academic year Offering of new after school clubs providing a wider variety of activities.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff are now more confident to deliver dance lessons and have a bank of warm up ideas and techniques to include as well as more knowledge of terminology. Staff feel more confident delivering tag rugby and cricket and there has been an increase in popularity with this in the wider school community. Girls only entry for tag rugby tournament Cricket has been so popular that we held a whole school cricket day with great success.	Staff now have confidence and an ideas bank to deliver sessions in School without the support of coaches. New equipment has also enabled teachers to put what they have learnt into action as we now have all the same equipment as coaches have previously bought into school to help with the delivery of lessons	Cricket has become embedded through the school day (lunchtime activities as well as upskilling teachers for PE lessons).	Coaches delivering CPD £2500

Your Objective:



association for
PHYSICAL EDUCATION



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To take part in a wide variety of inter competitive sport for all children with a focus on inclusivity	By signing up to the Stride Active competition package we will have access to their competitive events and the Bees netball league. Partaking in targeted events for PP children and those who are less active/ engaged in sporting activities. Organising football, netball and rounders matches with other local schools. Holding in school intra 'house' competitive events.	More engagement in sporting clubs so that they can partake in competitive events. A greater sense of teamwork and self pride for been part of a competitive events. More PP children engaged in sporting competitively. Girls only competitive elements	Stride active active stars events – targeted at PP children throughout the year introducing them to a range on competitive and non competitive sport – martial arts, dance, cricket, golf etc
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Through the year we have participated in 10 active stars competitive events (some with a participation focus) Events organised by 2 events organised by HCC, Luctonians 8 events with local schools for football and netball matches. Children with specific SEN and medical needs have been able to participate in inter competitive sport for the first time – School Summer games and girls football.	Links have been formed with other local Primary Schools for competitive friendly matches- this will be a good basis for future events. Continuing the link with Stride Active will also enable us to continue the strong ethos of competitive sport.	100% of PP children in years 5 and 6 have engaged in Active stars events organised by Stride Active 73% of ks2 children (88% year 4/5 and 6) have participated in at least one inter competition through the school year.	Transport for events- £5000 Staffing costs- £1800 (this includes additional support to support SEN and medical needs of pupils)

This page has been left blank for any notes or supporting information.