

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



- 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	The use of the pool facilities worked well, with children being split into 3 groups based on ability allowing staff to focus directly on those not meeting ARE. 94% of year 6 children met the national curriculum objectives for swimming.	Potential to have a swimming intervention group to support those not meeting ARE.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Most children were able to use a range of strokes by the end of their 6-week block of lessons. 94% of year 6 children met the national curriculum objectives for swimming.	
3. Perform safe self-rescue in different water-based situations	Children spent a whole lesson out of the 6 weeks focusing on safe self-rescue as well as weekly activities. 94% of year 6 children met the national curriculum objectives for swimming.	

Review of the last academic year (2024/2025)

- Most pupils in KS2 were able to experience inter competition which led to an increase in engagement with physical activity in school including after school clubs.

- Through the use of sports councillor and young leader we increased the number of pupils engaging in lunch time clubs as well as after school clubs. This supported children with achieving 1 hour of physical activity each day.

- We continued to deliver a daily mile which all pupils engage with.

- We held healthy school events throughout the year supporting children's understanding of physical literacy while encouraging children to increase their physical activity levels in many different ways.

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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	All staff expressed confidence in teaching striking and fielding after CPD with Herefordshire cricket. Many used the recourses shared to teach a whole unit of PE. Termly staff meeting gave CTs the opportunity to share any concerns or strength and the PE lead then supported with any area of weakness.	CTs shared challenges with using IT to track lessons activities as well as those less active pupils.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Children participate in a daily mile activity each day and pupils find this engaging. With support of the sports council a range of after school clubs are offered which increased engagement from pupils.	
3. Raising the profile of PE and sport across the school, to support whole school improvement	Health school events have supported children's development of physical literacy. With regular PE fixtures and sharing of results etc on parent correspondence, we are prompting the importance of regular physical activity.	

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	All clubs are mixed gender allowing all pupils to participate. We deliver a girls only football session and also arrange girl football fixtures. The sport council worked with the PE lead to come up with a range of sports and physical activity clubs for lunch and after school.	Some lunchtime clubs weren't run on a regular basis due to lack of staffing or facilities.
5. Increasing participation in competitive sport	All pupils in KS2 were given the opportunity to participate in inter competition during school time. A range of after school fixtures were held on the school site as well as by traveling to other local schools.	

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 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	4/5 80% reached ARE.	Use of TAs who have swimming qualification allowed pupils who were below ARE to meet ARE and increased progress.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	4/5 80% reached ARE.	Some staff used the Twinkl planning document to support their teaching, supporting pupils understanding and progress in different strokes.
3. Perform safe self-rescue in different water-based situations	4/5 80% reached ARE.	

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Promote after school fixtures with cluster schools alongside creating links with local sports clubs	To promote pupils engagement with physical activity. To increase children's opportunity for competition.	2, 4 and 5	Fixture and club registers.
Develop the school involvement of the sport council	To raise the profile of sport across the school. To develop pupils' voice from all year groups and genders and increase children's involvement in PE.	3 and 4	Sport council meeting notes Club registers
Development of lunchtime clubs to ensure that less active children have opportunities to be active	Children's activity levels during break and lunch time are decreasing along with children's	2, 3 and 4	Lunchtime club registers Invoices for outside agencies
To ensure all members of staff have opportunities for CPD in areas they feel less confident	To ensure all staff are confident in teaching all aspects of the curriculum. Allowing pupils to access the full curriculum to a high standard.	1 and 4	Staff meeting notes CPD courses list

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 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)



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Your Objective: *Promote after school fixtures*

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase pupils' participation in competitive sports and widen children's sport and physical activities knowledge/access	At least one fixture per half term will be organized and a date added to the school calendar. Sport competition package to be purchased with local sports partners Stride active.	Pupils' engagement within PE lessons, after school clubs will increase. Children's passion and commitment to Physical activity and School Sport will develop leading to increased participation physical activity and School Sport. Pupils' physical activity levels (fitness) will improve.	Sport club registers Sporting activities records show regular events
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Less active pupils have signed up for after school sports clubs. Children enthusiasm for sports such as tag rugby has increased. Pupils' engagement during football club has improved due to pupils wanting to access the fixtures. Year 5 and 6 pupils can be difficult to motivate with fixtures only choosing to participate on occasions, when asked why they shared they just didn't fancy it on those occasions. Connection with local school have been made making organising fixtures simpler.	Continue to work with local school to share transport to events/fixtures to save finances. Continue to run a range of after school clubs which link to fixtures giving pupils the opportunity to gain confidence before competing. Continue to work with local school supporting the ease of organising fixtures.	Fixture lists Sports clubs registers	Transport- £2000 Resources- £500

Your Objective:

Increase lunchtime 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	To develop lunchtime, play by offering a range of equipment for games and the use of playground leaders	Use pupil surveys to purchase equipment and resources which children would like to access more PA and to gain pupils views and opinions on which activities they would like to be offered. Develop pupil leadership and Play time supervisors engagement with PA at lunch.	Lunchtime supervisors will be confident to lead activities at lunch breaks in a range of sports. There will be a group of confident playground leaders who regularly lead groups for all pupils. The playground will be full of activity during breaks.	Club registers Pupils' surveys will show pupils have engaged with different activities Playground leaders feedback Learning walks of the playground will show observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	A high number of pupils are accessing lunch time activities especially pupils in KS1. Playground leaders work effectively in groups or pairs to deliver a range of sports activities. Most pupils are physically active during lunch breaks. Lunch supervisors engage with a range of pupils in physical activity and target less active pupils to increase their activity levels. Dance specialist had a great impact, training up leaders but also increasing pupils enthusiasm and participation in playground bop (dance club).	Continue training of playground leaders and use current leaders to help train more allowing an even greater number of activities to be run. Continue to offer support to lunch supervisor developing their confidence in support pupils in physical activity.	All playground leaders want to continue next year. Over 50% of year 4 pupils are interested in becoming leaders themselves. Learning walks have shown nearly all pupils are physically active during lunch or break.	Physical resources £500 CPD training- £250 Dance specialist- £500

Your Objective:

Develop the school involvement of the sport council



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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 grow the school's profile of sport and put pupils at the heart of our sport/physical activities.	Pupils to put themselves forward to be year group representatives on the Sports council. Hold regular meetings to gain the view of sport councilors on PA and SS. Give sport councilors the opportunity to help shape our delivery of sport including after school clubs, fundraisers and sporting fixtures.	Children will feel they all have a voice in school sport and that their opinions and ideas are listened too. This will help to promote physical activity and sport through out the school and increase children's knowledge in the importance of physical activity.	Sport Councilor's meeting notes Pupils voice and feedback sheets
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The sport councillors have played an important role in deciding which after school and lunch time clubs will be offered. They have organised sporting events for the whole school and fundraisers. Children have the desire to be sport councillors, and the school importance/ views of sport and physical activity has improved.	Continue to elect sport councillors. Develop the councillor's role in sport, continuing to use them to gather pupils feedback but also to influence decisions on physical activity and sport clubs.	Pupil voice shows their enjoyment and understanding of the importance of physical activity. Pupils have shared their positivity for clubs and fundraising events.	

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