



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



Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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		Issues with swimming venue often cancelling lessons on the day – having to try and find another venue that fit in with days/times to ensure the children accessed the requirement of swimming lessons and catch up lessons – meant more children needed to access catch up lessons
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	After catch up lessons a larger percentage than the previous year were able to use a range of different strokes	
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Dance workshop as a staff meeting ran by Jess Squire from LLSP	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	More sport related after school clubs available for children to participate in After school club split into school houses each half term ensuring more children are able to access the clubs which they want to attend	

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Children and carer's engaging in twitter competitions across the year	
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	Dodgeball intra competition and cricket club competitions accessed after school	Didn't fully utilize our LLSP membership to participate in as many competitions as possible

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 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 25 metres		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
Staff to feel more confident teaching certain skills within PE (dance) and tracking assessment	To ensure we have a strong assessment tracker to show the progress through PE	Increased confidence, knowledge and skills of all staff in teaching PE and sport More staff feeling confident with teaching PE and certain skills	65% of classes used PE passport and added videos and pictures to show the progression of skills
Adjust the school time table to ensure all year groups are accessing the requirement of 2 hours of physical education each week	Raising the profile of PE and physical activity across the school	Engagement of all pupils in regular physical activity	Each year group from yr 1 – yr 6 is timetables for 2 hours of PE each week.
School mini bus to enable children to attend swimming lessons	To develop a lifelong skill	Children developing a lifelong important skill of swimming and swim safety	Children able to demonstrate a range of different swimming strokes and life saving skills
Raise the profile of PE through cross curricular links	Physical development and healthy eating profile raised and using cross curricular activities to ensure physical education is prevalent throughout school	PE and sport is raised across the school as a tool for whole school improvement	Pupil voice around competitions linked to healthy eating and physical education within school

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 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)



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	Develop lunchtime play provision to increase activity for least active groups. Key indicator - The engagement of all pupils in regular physical activity The profile of PE and sport is raised across the school	Develop pupil leadership (training programme), LLSP providing play leaders training in Spring 1 Ensure each year group has outdoor play resources that are stocked up and looked after	A confident group of play leaders who take initiative to make the playground more active and inclusive. Bubble leaders and staff lead and join in with daily physical activities, setting a positive example. The result is a happier, more active playground that meets the needs of all pupils, especially SEND pupils and girls	Pupil and staff voice around the level of engagement and resources. Ensure that a range of voices are taken from different pupil groups. This will happen at the end of the Spring term after play leaders training
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				LLSP Membership cost - £4299 Play leaders equipment for whole school - £2000

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 (Complete now and monitor)	Broader experience of a range of sports and activities offered to all pupils	Boxing ran by Rain hill boxing in school for year 5 – One session a week as part of their physical education entitlement Staff given time back for running an after school club – new addition to sport related clubs – cricket and football Clubs split into school houses each half term to ensure all children are able to access and attend clubs Monitor and look at data for clubs to see the percentage of girls and SEN attending different clubs Pupil voice about the clubs on offer Top up swimming to ensure children in year 6 (lots of in year transfers) are able to swim at least 25 meters	More children from certain pupil groups attending sporting clubs All children being given the opportunity to attend an after school sporting club <i>Encouraging children who are typically less active to participate more, promoting a healthier lifestyle. This will boost confidence and wellbeing for all children involved, with the hope that it fosters ongoing and lifelong involvement in sports and physical activities.</i>	Data from club registers to analyse Pupil and staff voice Year 6 teacher and swimming instructors assessment from swimming
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Boxing £7400 Staff time back for sporting clubs £3600 Top up swimming £1625

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 (Complete now and monitor)	To ensure that a love of physical education is fostered from Nursery to help promote a lifelong enjoyment of physical education and a healthy lifestyle	Climbing apparatus and trim trail on the nursery and reception gardens Mini bikers session from 2 year olds to reception Staff trained in bikeability and new bikes and safety equipment purchased	Children develop a positive attitude towards physical activity from an early age and demonstrate increasing confidence, coordination and enjoyment in physical education. Regular access to climbing equipment, trim trails and mini-biker sessions improves gross motor skills, balance and core strength. Pupils show greater independence, resilience and willingness to challenge themselves physically. By the time children move through to Reception and beyond, they have secure foundational movement skills and a clear enjoyment of being active, supporting a lifelong engagement in physical activity and healthy lifestyles	Nursery and reception physical development data Staff voice around training on mini bikers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				Mini bikers - £2150 Climbing equipment – £1500

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 (Complete now and monitor)	To ensure PE Passport is used by all teaching staff to record evidence and assess the children	PE leads to have 30 minutes each week to monitor use of PE Passport Drop in sessions for anyone who needs support to use PE Passport	AN increase in staff feeling confident in using PE Passport to assess and making assessment decisions	Percentage of staff using PE passport to go up from 65%
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				PE Passport - £499

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