

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



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:

- [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)



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	All KS2 classes were able to take part in swimming lessons and there was an opportunity for those not reaching the required standard in Year 6 to have additional lessons.	There were some issues over parents not wanting the children to go swimming. Work was completed on how this is part of the National Curriculum but also for water safety and this being a life skill.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All children, if applicable, had these strokes introduced by the swimming teachers. Those who were competent swimmers progressed at a quicker rate and the length they swam increased.	There were many children who were still working on a basic stroke and being confident within the water.
3. Perform safe self-rescue in different water-based situations	Swimming attainment is low however; children were instructed on what to do if they felt unsafe.	Lack of confidence within swimming made this a challenging area.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Staff have increasing knowledge of their understanding of PE knowledge and skills through CPD and following a comprehensive scheme. This ensures that there is a good progression in skills and these are built on sequentially.</p>	<p>Long term absence of staff through maternity leave and sickness meant that CPD was challenging to ensure that all staff were given the same.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Opal play also support regular physical activity and being outside which promotes mental well being. Children are encouraged to use their scooters and bikes to travel to school.</p>	<p>Staff absence can make Opal challenging but the team work very well together. The replacement cycle of equipment can also be time consuming and challenging.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>This is a feature of the school and PE is a high priority. The children receive a lesson from their class teacher and from a sports coach. There is a clear structure so that there is continuity between these sessions.</p>	<p>A minority of children lack engagement within PE and will state that they have no kit to use for this. The school has resolved this by having spare kit available in all sizes so that children can participate in the lesson.</p>
<p>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</p>	<p>All children have access to a range of sports and are allowed equal access to events.</p>	<p>It can be challenging to engage children who do not enjoy sports. There are opportunities to introduce new sports but the challenge is then to maintain this.</p>
<p>5. Increasing participation in competitive sport</p>	<p>The school has access to a number of local competitions. However, there is a policy to take a range of children to these events, not just those who excel in sports. The children are also exposed to different sporting events such as the Highland Games. This year the children participated in a Para-lympic games that was specifically for children with SEND needs.</p>	<p>The challenge comes from facilitating children going off of school site in the day as this needs cover for staff to accompany children to events.</p>

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	Those that could swim prior to starting in KS2 make good progress against the target	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	A range of strokes are taught as applicable to the individual child.	
3. Perform safe self-rescue in different water-based situations	This is taught to all children regardless of their ability in swimming.	

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.	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				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 (Complete now and monitor)	To continue to develop lunchtime play provision (Opal) to increase activity for least active groups.	Develop Opal play leaders. Midday supervisor training. Staff CDP to develop their understanding of games and play, Range of equipment.	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.	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 (Complete in July)				£ 3000

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 increase leadership opportunities within Sports through the piloting of Primary Tennis Leadership supported by the LTA.	<p>Year 5 will take part in this programme. This will be supported by A Kitchener</p> <ul style="list-style-type: none"> A dedicated coach/mentor delivering the programme across the academic year Regular touchpoints through PE/PSHE Curriculum sessions for pupils to reflect, grow and connect Resources to support whole-school engagement and sustainability Opportunities to showcase pupil leadership and celebrate progress 	<ul style="list-style-type: none"> Whole-school inclusion and emotional safety Increased engagement from children who may not connect with traditional sports Development of transferable life skills through play Staff training and ongoing support to embed the programme long-term 	Data from initial survey and final survey. Soft data through observation of pupils at breaktimes and support to younger children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£1,000 for supporting resources.

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 a wide range of activities can be accessed by all children with a focus on SEND children, particularly Kenya class.	Ensure that there is a range of activities that offer alternatives to traditional sports.	Increasing the percentage of children who choose to take part in extra - curricular activities.	Data from after school clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				£1,500 to support participation

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