

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



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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	52% Pop up swimming pool on site meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches	Ideally this data to be sustained and improved providing "Swim at School" is available next academic year. There were some sessions missed due to technical problems out of our control, Some parental barriers
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	60% Pop up swimming pool on site meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches	Ideally this data to be sustained and improved providing "Swim at School" is available next academic year. There were some sessions missed due to technical problems out of our control, Some parental barriers
3. Perform safe self-rescue in different water-based situations	48% Pop up swimming pool on site meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches	Ideally this data to be sustained and improved providing "Swim at School" is available next academic year. There were some sessions missed due to technical problems out of our control, Some parental barriers

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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	Staff have been exposed to continued CPD from external coaches. More thorough understanding of progression of skills between lessons and year groups. Deeper understanding of PE assessments and what to look for in 4 areas on the MAP system. Going forward academic year 25/26 all teachers will be teaching their own PE. Positive pupil voice from pupils.	Not as many opportunities for PE lead to be released from class to carry out lesson monitoring – prioritise next academic year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Lunch time and after school clubs providing opportunities for all pupils to engage in physical activity. Pupils given the opportunity to have been celebrated in our assemblies – Whole school Pupil feedback highlights increased awareness and enjoyment of a variety of sports, demonstrating positive attitudes to PE.	Clubs/ competitions not offered for EYFS Continue to look at other non-traditional sports on offer. No SEND panathlon available this year.

Review of the last academic year (2024/2025)



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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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Having all teachers present in PE provides more enjoyment, involvement and inspiration across the subject 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.	Some children not participating in PE due to parental barriers – Earrings being a main problem or weather conditions.
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	Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: Extra-curricular – Dodgeball, Football, Multi Skills, fitness. Additional workshops on offer – super me day Boys' and girls' competitions entered across ks1/2 House point reward – sport themed session.	Less support given to EYFS.
5. Increasing participation in competitive sport	Inter and intra competition are completed every term	Continue to develop our competition provision. Some competitions were postponed/had to cancel due to staffing capacity/absence.

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

Swimming and Water Safety	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% "Swim at School" meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches.	9 children did not swim. Technical problems with the pool including water temperature also meant that some sessions were missed.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	48% "Swim at School" meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches.	9 children did not swim. Technical problems with the pool including water temperature also meant that some sessions were missed.
3. Perform safe self-rescue in different water-based situations	48% "Swim at School" meant that Year 5/6 children could swim twice a week for 1 term. Evidence based on assessments carried out by swimming coaches.	9 children did not swim. Technical problems with the pool including water temperature also meant that some sessions were missed.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Focus on teachers being confident in teaching all units of PE – equipping them with effective and adaptive teaching strategies that enhance lesson delivery and maximize pupil outcomes.	High quality PE teaching ensures that all pupils regardless of ability make progress and enjoy physical activity. By strengthening staff expertise lessons become more inclusive, engaging and responsive to pupils needs, supporting whole school priorities,	1. Increasing confidence, knowledge of skills, prioritizing CPD	Observation notes Documentation.
Increase pupils participation in competitive sport. Promote more links with families to broaden engagement and foster a sense of community.	Promotes inclusivity, school community improving determination, courage (school values)	3. Raises the profile of PE 5. Increasing participations in competitive sport.	Club/tournament register Pupil voice
Provide in school opportunities for pupils to access multiple opportunities to be physically active and monitor external physical activity to drive physical activity levels with key focus groups.	To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	External physical activity trackers outlining the amount of activity pupils' access outside of school. Extra curricular timetable and participation data. Data tracked on assessment.

Your objective:



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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 teacher's expertise in PE by equipping them with effective and adaptive teaching strategies that enhance lesson delivery and maximize pupil outcomes.	Partnership with JB sports external coaches – Use of coaches to demonstrate best practice and provide ongoing support across all year groups.	Teachers will demonstrate greater confidence and competence in delivering PE lessons, using adaptive and effective strategies, that meet the needs of all pupils. Lessons will be inclusive, progressive and engaging resulting in better pupil outcome such as enhanced physical literacy. This participation and enjoyment of PE will contribute to whole school priorities around wellbeing and equality.	Pupil voice/staff voice Learning walks Planning schemes of work – LTP, MTPS.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Teachers have taught PE consistently each week and have benefited from regular discussions with JB Coaches. This support has helped staff develop their knowledge, confidence, and use of adaptive teaching strategies, leading to improved lesson delivery and positive pupil participation in PE.	The improvements are sustainable because teachers are gaining practical experience through the regular delivery of weekly PE lessons and are embedding effective teaching strategies into their everyday practice. Ongoing collaboration and professional discussions with JB Coaches continue to build staff confidence, knowledge, and subject expertise. As teachers develop greater independence in planning and delivering high-quality PE lessons, these improvements are becoming established and are likely to have a lasting impact on pupil outcomes.	Teacher feedback/reflections from discussions with class teachers and JB Coaches. Planning documents demonstrating increased confidence and progression in PE lesson design. Assessment data indicating improvements in pupil participation, skill development, and attainment.	JBSE PE Coaching - £17,347.00

Your objective:



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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 pupil participation in competitive sports, further developing intra school competitions	Continue to run intra competitions termly. Use the block of teaching unit and each end week of term to implement competition. Continue to enter external competitions as much as possible.	Improved inclusivity – SEND and pupil premium children invited to attend Strong school community Raised profile of sport	Competitions records Pupil voice
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils have been given more opportunities to represent their house/team and engage in a wider range of competitive activities. This has helped to raise enthusiasm for PE, develop teamwork and sportsmanship, and encourage greater participation across different year groups.	Yes. Intra-school competitions have become a regular part of the school's PE provision and calendar, creating ongoing opportunities for pupils to participate in competitive sport. Established competition formats, staff involvement, and pupil enthusiasm ensure that activities can continue year after year. The increased profile of competitive sport within the school has encouraged wider participation and helped embed a culture of healthy competition, teamwork, and physical activity across the school.	Pupil voice demonstrating increased enjoyment and engagement in competitive sport. House point records, results tables, and certificates awarded through competitions.	Interschool Sport with JBSE: £420.00 Cost of transport: £163.20 Afterschool and lunchtime Clubs with JBSE: £3,040.00

Your objective:



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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)	Look into other schemes of work to further develop the improves sustainability within the PE subject Consider Get set 4 PE Beyond fitness Primary PE Planning	Discuss with other local PE leads what schemes of work they are currently using. Access free trials and gain teacher views on which elements of PE they would further like support with.	Improved teacher confidence, more consistent progressions, supporting higher quality pe delivery	Staff voice Learning walks Pupil outcomes.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff have continued to develop their PE delivery through weekly teaching and support from JB Coaches, helping to improve confidence and subject knowledge. However, investing in a PE scheme of work would further strengthen sustainability by providing a consistent framework for planning, progression, assessment, and staff development. Discussions with senior leaders have already taken place, with the aim of implementing a scheme from September 2026.	While a scheme has not yet been purchased, plans are in place to consider implementation from September 2026, which would provide a long-term framework to support high-quality PE provision.	Research and comparison documents for Get Set 4 PE, Beyond Fitness, and Primary PE Planning. PE Development Plan identifying the implementation of a scheme as a future priority.	GAT CPD Offer - £2,200