



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

Commissioned by



Department  
for Education

Created by



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YOUTH  
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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 your 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>	<b>What went well? Supporting evidence?</b>	<b>What didn't go well? Supporting evidence?</b>
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Pupils worked towards being independent in the water and striving to achieve 25 metres.  All year 6 pupils with a EHCP received weekly swimming sessions.	0 % of year 6 pupils achieved this due to the complexity of their physical needs.  All pupils were able to obtain relevant swimming qualifications for their cognitive and physical ability – Swim England.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils actively engaged in sessions , evidence captured on Evidence for Learning.  Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Pupils to continue to work on effective strokes and independent swimming.
3. Pupils are confident to access the water in a safe manner.	All year 6 pupils have safely accessed the water and engaged in water safety lessons delivered by our swimming instructor increasing their confidence regarding swimming.	Pupils to continue to work towards independent entry and exit of water, this is limited depending on their physical ability. Independent targets set accordingly.

# 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?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>A robust CPD program that allowed all staff the opportunity to observe and deliver PE lessons with the support of specialist SEND provision – Sports Active resulted in staff confidence increased in planning and delivering appropriate PE sessions for their pupils.</p> <p>Learning walks highlighted an increase of sporting activities pupils engaged in due to the increase in staff pedagogy in delivering PE.</p> <p>Pupil voice had 100% of pupils enjoyed PE sessions throughout the academic term.</p>	<p>Staff voice still highlights a need for specialist provision to further enhance their pedagogy and the delivery of PE lessons.</p>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Additional opportunities for all pupils to engage in physical activity at lunchtime.</p> <p>Lunchtime supervisors and staff supported by the purchase of specialist equipment to deliver a range of lunchtime activity clubs that cater for the needs of all learners.</p> <p>Two 60mins PE sessions timetabled for all classes to further develop a love of being active.</p>	<p>Not all pupils are active for 60 minutes a day 7 days a week due to their physical development needs.</p>

# 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?
<b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement	<p>By celebrating all things PE, PA and SS, we are encouraging more pupils to enjoy movement and physical activity.</p> <p>100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p>Pupils have timetabled Physical Movement breaks daily dependent on their needs.</p>	<p>Not all pupils are active for 60 minutes a day 7 days a week.</p>
<b>4.</b> Offer hydrotherapy for targeted pupils to support their physical development along with physiotherapy targets.	<p>Risk assessments completed for targeted pupils, liaison with physiotherapists regarding pupils needs. Swimming instructor employed and timetabled for hydrotherapy sessions weekly. Teaching Assistants assigned to work with targeted pupils.</p>	<p>Purchasing of specialist equipment at times delayed progress.</p>
<b>5.</b> Increasing participation in outdoor adventurous activities.	<p>Opportunities to be active in a range of outdoor activities fully utilising the facilities at The Bridge and within the local community.</p> <p>This has allowed an increased opportunity to work and develop muscles in arms and shoulders/ developing coordination and 'crossing the line' activities. Impact on fine motor and hand and arm strength.</p>	<p>Transport requirements can hinder community trips.</p>

# 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:
  - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
  - Increasing engagement of all pupils in regular physical activity and sporting activities*
  - Raising the profile of PE and sport across the school, to support whole school improvement*
  - 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*
  - 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	Pupils continue to have the opportunity to work towards this target.	Continue to implement swimming qualifications relevant to the physical ability of all learners.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils continue to work towards this target.	Pupils progress will be celebrated when milestones are met.
3. Perform safe self-rescue in different water-based situations	Pupils will have weekly sessions to support their independence in the water and ensuring safety in entering and exiting the pool.	Pupils will require adult support due to their needs hence not physically able to perform self rescue.

Aim	Why?	Key Area	Supporting evidence
<p>Pupils access weekly on a rotational basis a variety of sporting/leisure activities including archery, skittles, basketball and gymnastics.</p> <p>Active Sport provides quality trained staff who both provide these opportunities for our pupils whilst also upskilling staff on the delivery of PE lessons.</p> <p>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.</p>	<p>Continue to develop pupils love of sport and offer activities that they are able to access.</p> <p>Further develop staff confidence and pedagogy in the delivery of PE sessions.</p>	<p><b>Key Indicator 2:</b>  Increasing engagement of all pupils in regular physical activity and sporting activities</p> <p><b>Key Indicator 4:</b>  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>Lesson observations Learning Walks Staff Voice Pupils Voice</p> <p>All data captured will show a positive response to the delivery and engagement within lessons</p>
<p>Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.</p>	<p>To ensure all children are participating in two hours a week of high-quality PE every week.</p>	<p>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</p>	<p>Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.</p>
<p>Provide regular lunchtime activities as well as all pupils accessing inter competitions. Where appropriate, competition formats to reflect needs.</p>	<p>To ensure all pupils can access lunchtime activities that meet their physical and cognitive levels.</p>	<p><b>Key indicator 5:</b>  Increasing participation in competitive sports</p>	<p>All pupils take part in sports day competitions.</p> <p>Inter competitions hosted at our school</p>

- 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)



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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	Develop lunchtime play provision to increase activity for all learners.	<p>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.</p> <p>Staff training via Active Sport</p> <p>Outdoor activities available for staff including use of forest school / sensory garden</p>	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 including PMLD classes.	<p>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.</p> <p>Qualified forest school lead</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	<p>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.</p>	<p>Timetabled activity to take place every lunchtime. These are tailored for pupils in each pathway dependent on their needs e.g. Sensory club for PMLD pupils to access, early mark making writing club for EYFS.</p> <p>Clubs are altered each term offering a variety for pupils to choose. Strategic outdoor activities take place in summer term taking into consideration of the weather. School council recommend clubs that the pupils have an active interest in. Equipment to be purchased to support the provision of clubs</p>	<p>Pupil Voice Staff Voice Numbers engaging in lunchtime activity clubs</p>	<p>Active Sport - £4,000</p> <p>Outdoor activities - £1,460</p>

# 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
<b>Plan and monitor</b> (Complete now and monitor)	Pupils have access to weekly swimming and hydrotherapy sessions depending on their ability and needs.	Swimming sessions booked Trained staff to support with delivery of sessions Risk assessments completed weekly Physiotherapy consultation re programs offered in the hydro pool First Aid/ Minibus trained staff for swimming sessions PE Lead to implement a fair plan for the academic year that caters for all learners	Pupils show progress in swimming and physical development Staff are confident in delivering sessions that meet the needs of all learners	Pupil voice continues to show the pupils interest in swimming  Pupils' physical development is captured and evidenced via annual review targets
<b>Evaluate</b> (Complete in July)	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
	Pupils access swimming sessions weekly  Hydrotherapy sessions are timetabled weekly	Budgeted to ensure staff levels can be maintained	Pupil progress tracker	£11,500 to support appointment of trained swimming instructor

## 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)	Add text here	Add text here	Add text here	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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