PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

- 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.

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	63% of pupils could swim 25m by the end of Y6 Swimming was enjoyed by the children and is a highlight of Y5	• 37% of pupils couldn't swim the recommended distance
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	63% of pupils could use a range of strokes	• In a term, children did not have sufficient time with which to master new strokes if they arrived with no prior experience.
3. Perform safe self-rescue in different water-based situations	69% were able to demonstrate that they were able to perform safe-rescue.	• Children who were not able to swim also struggled to perform safe-rescue.

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	• Teachers in Y5&6 reported to the PE Lead of improved subject knowledge when leading PE following a year working alongside a Sports specialist for one lesson a week. (*Staff feedback)* • Planning provides clear guidance and CPD for staff most unsure (*Staff conferencing)* • Staff welcomed support for assessing outcomes in PE (*Staff feedback)*	• Teachers at Greenfields did not receive enough sports specific CPD that would have helped them to deliver units of learning that they are least confident – gymnastics and Fundamentals. (*Staff feedback)* • Limited opportunity for the PE Lead to work alongside teachers to improve T&L
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Lunchtime Sports Clubs run by Sports Coach were successful in increasing physical activity *(evidence: observation)* • Lunchtime girls' football increased participation rates in UKS2 *(evidence: discussion with Girls Football coach and observation)* • Levels of engagement in sporting activities: All children took part in intra sports activities. 64 children took part in inter school competitions, representing the school (netball, cross country and football.) 59 children took part in the district athletics, representing the school. • Clubs provided recreational and fun physical activities as well as pathway clubs e.g. dodgeball *(45 pupils each week)*;	From the Active Lives survey only 42% of pupils engaged in 30 minutes of moderate to vigorous activity a day during school hours, compared with 53% in 2022. 58% of pupils engaged in 30 minutes of moderate to vigorous activity a day outside of school hours, compared with 67% in 2022.
3. Raising the profile of PE and sport across the school, to support whole school improvement	• Regular newsletter feature • Sports events and home events celebrated in school assemblies • PE board updated and detailing opportunities to engage in school sport • Sensory Circuits provided active movement breaks 68% of pupils understand why sports and exercise are good for them (Active Lives survey 2025)	From the Active Lives survey 50% of pupils enjoyed taking part in exercise and sports, 42% felt confident when exercising.

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	• Offered girls only football clubs at lunch time. Dodgeball added to the after-school clubs list, netball offered to LKS2 as well as UKS2.	• The LKS2 girls football club dropped off in numbers towards the end of the year.
5. Increasing participation in competitive sport	• Entered 9 sports competitions (football, netball, cross country, multi skills, fun runs) over the year (some had multiple days of events) compared with 4 the previous year.	Some children are not able to take part in competitive sports due to the events being after school and their parents unable to get them to the event.

Aims for the next academic year (2025/2026)

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

Aims for the next academic year (2025/2026)

Aim	Why?	Key area	Supporting evidence
Develop lunchtime play provision to increase activity for least active groups.	Ensure girls continue to find physical activitiy interesting and equally engaging as boys	*Increasing engagement of all pupils in regular physical activity and sporting activities*	Observation ShareMyLearning – termly Feedback from coaches
Increase the % of pupils who can swim 25m by starting catch-up swimming in Year 6 each year.	Seek to close the gap between those children who are eligible for FSM and/or SEN and those are not.	*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*	Data Active Lives Survey
Implement the Life Skills Award in PE – supporting pupils to make links between PE and their social, emotional and cognitive development.	Support childrent to learn ALL of the benefits of PE and Physical Activity on their mental health and wellbeing.	*Raising the profile of PE and sport across the school, to support whole school improvement*	Staff Feedback ShareMyLearning – termly
Sports Leaders raise the profile of PE and support teachers to deliver high quality PE.	Provide staff with exemplary practice and participation; support weaker learners; increase capacity for high quality teaching and learning.	*Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*	ShareMyLearning – termly Staff Feedback

Plan, monitor and evaluate (2025/2026)

- 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*

Your Objective:

1. increase activity for least active groups

	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	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	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your Objective:

2. Increasing engagement of all pupils in regular physical activity and sporting activities

	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.	**Pupil voice for what equipment/sports they would like to have.** Provide a variety of sports equipment and have sports leaders who can support with using the equipment. Support staff are confident in setting up games and providing support for children.	**More children are active at playtime and engaged in sports. There is purposeful play.** **All staff are engaging with sports and active play at lunchtimes.**	Observations. Pupil voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

Your Objective:

Raising the profile of PE and sport across the school, to support whole school improvement

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	**Increase the % of pupils who can swim 25m by starting catch-up swimming in Year 6 each year.**	8 catch up sessions have been booked in for April.	The children will be able to swim 25m.	Report from swimming teachers, stating how far the children can swim for each stroke. Will compare with report from last year.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

Your Objective:

Raising the profile of PE and sport across the school, to support whole school improvement

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	**Implement the Life Skills Award in PE – supporting pupils to make links between PE and their social, emotional and cognitive development.**	• Signing up to Award Scheme • Supporting its implementation with Year 4 • Evaluating the worth of this with pupils through termly ShareMyLearning meetings • Adapting PSHE curriculum to create space and time for these discussions to happen	• Children can articulate how PE helps them improve their social and emotional health • Children are encouraged to take part in more physical activity as they understand the benefits	Seek Staff voice from Y4. Consider implementing it at Oakwood if successful. Life Skills Award evaluation tool.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	**Sports Leaders raise the profile of PE and support teachers to deliver high quality PE.**	• Clarify the role and responsibilities for Sports Leaders • Elect Sports Leaders • Seek support from SGO in training Sports Leaders	• Sports Leaders are elected • Resources are successfully managed • Sports Leaders are confident in leading a range of warm-ups • Sports Leaders exemplify attitudes and *RESPECT* during PE lessons • Sports Leaders support other children to achieve	Observations of Sports Leaders Staff Feedback – termly ShareMyLearning – Pupil Voice - termly
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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