

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



- 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.

<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	Top-up swimming lessons increased the amount of lessons that the children could attend and supported more pupils to achieve the NC standard by Y6 – 92% achieved this standard compared with 78% in 2023-2024.	Y4 and Y5 data was still low – top-up will be needed to support these pupils to achieve 25m.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	84% of Y6 pupils achieved this standard. This was an increase from 67% in the previous year.	Y4 and Y5 data was still low – top-up will be needed to support these pupils to achieve 25m.
3. Perform safe self-rescue in different water-based situations	88% of Y6 pupils achieved this standard. This was an increase from 44% in the previous year.	Y4 and Y5 data was still low – top-up will be needed to support these pupils to achieve 25m.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	<p>New sequences of learning were planned by subject leader. Staff are more confident with their teaching and progression is clear across the school (PE Health Check completed by Go Well in July 2025). Attainment is good or improved in most year groups following use of new planning (data).</p> <p>Staff received training on inclusivity within PE and some of the different strategies that can be used to support and challenge children of all abilities and with a wide range of needs. Whole school CPD followed up with learning walks to monitor the impact, which showed a high standard of teaching within the subject.</p> <p>Whole school CPD from Enrich based on new OAA resource.</p>	<p>OAA resource was installed and training completed but it wasn't used as much as expected (pupil voice and lack of evidence of OAA website being used).</p> <p>*Further training on how to use the online resources this year. Adaptation of resources within OAA curriculum planning for Y3 and Y5.</p> <p>SEND pupils in some classes didn't achieve well in comparison to age related expectations (data analysis).</p> <p>*Further support to be given to staff with supporting needs of SEND pupils. InSight data to be used to close gaps.</p>
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>Taster sessions for a variety of sports and activities – inspired children to participate in a range of sporting activities (pupil voice).</p> <p>Out of hours community club with Go Well (funded by the DfE through County Durham Sport).</p> <p>Regular after school clubs offered – at least 2 active clubs per year group offered for most of the year and these are free. Targeted least active pupils with choices for clubs (pupil voice and registers of clubs).</p> <p>Children were active at playtimes (supported by active 10 sessions to start playtime) and lunchtimes and speak positively about PE and school sport (pupil voice and PE Health Check).</p>	<p>Despite some least active children saying they wanted to join clubs in pupil voice, they didn't actually attend (look at barriers to participation this year e.g. some parents find signing up on Arbor difficult and complete further pupil voice with identified pupils).</p> <p>Similar activities used each breaktime meant that some pupils lost interest (pupil voice).</p> <p>*Provide suggestions for activities, involve more playground leaders and ensure a range of equipment is available for playtimes and lunchtimes.</p>

<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>More active playtimes and lunchtimes supported with the reduction of lunchtimes incidents and detentions from autumn to summer terms (detention and lunchtime incident records).</p> <p>Sports Crew (SSOC) and playground leaders were established and they had a variety of opportunities for leadership within PE and school sport (meetings with sports crew, leadership training and calendar of events).</p>	<p>Playground leaders and SSOC mainly completed activities in the summer term (pupil voice). *Develop these roles earlier in the year.</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>Taster sessions for a variety of sports and activities – inspired children to participate in a range of sporting activities (pupil voice).</p> <p>Achievement of the platinum level of the School Games Mark due to the wide range of activities offered to our pupils and commitment to inclusivity.</p> <p>School has been proactive in increasing opportunities for girls, entering more girls-only events and monitoring participation trends through Insight. All of our clubs were also free and open to boys and girls.</p>	<p>We can continue to develop the variety of activities on offer, especially at playtimes and lunchtimes (pupil voice).</p>
<p>5. Increasing participation in competitive sport</p>	<p>Go Well SLA for competition – aim was for all pupils to attend at least one event across the year (competitive or development-focused) across the different ability focus groups to meet pupils’ needs.</p> <p>Use of funding to pay for buses to remove barriers to attendance. Children from all backgrounds and abilities were given the opportunity to take part in a festival or competition outside of school.</p> <p>Intra-school competitions implemented for a range of sports and activities.</p>	<p>Most intra-school competitions were in the summer term. *Try to develop more opportunities for competition with the SSOC across the academic year.</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 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	45% of Y6 achieved in September 2025. Aim for at least 55% by end of academic year. 6% of Y5 achieved in September 2025. Aim for at least 35% by end of academic year.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	73% of Y6 achieved in September 2025. Aim for at least 80% by end of academic year. 3% of Y5 achieved in September 2025. Aim for at least 35% by end of academic year.	
3. Perform safe self-rescue in different water-based situations	64% of Y6 achieved in September 2025. Aim for at least 75% by end of academic year. 22% of Y6 achieved in September 2025. Aim for at least 35% by end of academic year.	

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Target least active pupils and SEND pupils' interests for extra-curricular activities.	Increase the participation of a wider number of pupils.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Club registers and pupil voice.
Support staff with improving the progress and attainment of SEND pupils within their classes.	SEND pupils in some classes didn't achieve well in comparison to age related expectations (Data analysis).	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Data and learning walks.
Develop use of OAA resources to support physical activity throughout the school day.	OAA resource was installed and training completed but it wasn't used as much as expected. Staff not confident enough with how to use this.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Further training on how to use the online resources this year. Inclusion of resources within OAA curriculum planning for Y3 and Y5.
Develop the role of our sports leaders (SSOC)	Children enjoyed this role last year but main work was completed in summer term. Ensure that this is developed throughout the year and used to support playground activities.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice.
Improve swimming outcomes for current Y5 and Y6 pupils.	Swimming data for these year groups is lower than expected (see data on previous page).	3. Raising the profile of PE and sport across the school, to support whole school improvement	Swimming data from Swimphony.
Provide a wider range of competitive opportunities throughout the school year.	Children spoke positively about intra-school events but these were mainly in the summer term.	5. Increasing participation in competitive sport	School calendar, photos and pupil voice.

Plan, monitor and evaluate (2025/2026)



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- 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: Improve swimming outcomes



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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	Improve swimming outcomes for current Y5 and Y6 pupils.	Additional swimming lesson including top-up swimming for Y5 and Y6 pupils who have not yet achieved the NC standard.	Y6 – improvement from current data of 45% able to swim 25m to at least 55% Y5 – improvement from current data of 6% of Y5 achieved in September 2025. Aim for at least 35% by end of academic year.	Swimphony data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: To target least active pupils and SEND pupils' interests for extra-curricular activities.



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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	Include more SEND and least active pupils in extra-curricular activities	<p>Pupil voice to target SEND pupils and those least active in previous term when choosing new clubs.</p> <p>In school events accessible to all pupils.</p> <p>Opportunities from children from all classes to attend a Go Well event regardless of ability.</p>	<p>Increase the number of SEND pupils attending after school clubs.</p> <p>Improvement in attainment due to better engagement in physical activity.</p>	<p>Pupil voice – surveys and conversation notes.</p> <p>Attendance registers.</p> <p>Insight assessment data</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: To develop the role of our sports leaders (SSOC) and provide a wider range of competitive opportunities throughout the school year.



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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	<p>Ensure the SSOC have more opportunities for leadership throughout the school year.</p> <p>Have more regular competitions and events throughout the school year.</p>	<p>Regular meetings with KLH and BH.</p> <p>Playground leader training.</p> <p>Calendar of events planned.</p>	<p>Children develop their confidence when leading activities.</p> <p>More children engaged in physical activity at playtimes and lunchtimes.</p> <p>Children speak positively about competition.</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Events calendar</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: To improve the progress and attainment of SEND pupils



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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	Progress and attainment of SEND pupils will improve.	<p>More accurate use of assessment data – analysis of Insight.</p> <p>Support for staff on how to adapt PE sequence planner to meet the needs of all pupils.</p>	<p>Insight data will show that gaps are narrowing.</p> <p>Children will make progress from their starting points.</p> <p>Staff are more confident at scaffolding tasks for SEND pupils.</p>	<p>Insight data</p> <p>Learning walks</p> <p>Staff surveys</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

Your Objective: To improve swimming outcomes for current Y5 and Y6 pupils.



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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	To improve swimming outcomes for current Y5 and Y6 pupils.	Additional swimming lessons for Y5 and Y6 children who have not achieved N.C. expectations.	Increase in swimming data compared to children's Y4 and Y5 results from 2024-2025.	Data from Swimphony Swimming registers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				