



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



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Department
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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	87% of year 6 children met KS2	Some children refused to partake in the catch up sessions provided for them
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% of year 6 children met KS2	Some children refused to partake in the catch up sessions provided for them
3. Perform safe self-rescue in different water-based situations	87% of year 6 children met KS2	Some children refused to partake in the catch up sessions provided for them

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	A new PE Scheme which saw an increase in after-school clubs and growing staff confidence in the delivery of these activities. Better organisation of current equipment alongside the identification and utility of new equipment.	Clubs tend to focus on KS2 rather than KS1.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Clear progression in pupil skills and greater participation in PE lessons and clubs. Increased staff involvement in extracurricular sports and offsite events. The school has attended more competitions this year than ever before – including winning a Penathlon Challenge and attending girls football and cricket tournaments. Children show higher motivation and enthusiasm, including those previously disengaged.	

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	New PE Scheme and CPD for teachers confidence. Staff confidence continues to grow, increasing curriculum consistency and reducing planning burden. Sustainable improvements as the scheme embeds into regular teaching and is used across year groups.	Add text here
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	Complete PE Scheme has a wider variety of sports including Orienteering, PE Sports and Racket Sports etc.	Same staff offering the clubs.
5. Increasing participation in competitive sport	Participated in a range of competitive sport – football and cricket tournaments, tag rugby, KS2 dance festival, netball, tri-golf, quad kids, badminton and pentathlon.	Same staff out for the sporting events.

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*

<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	87% of year 6 children met KS2	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% of year 6 children met KS2	
3. Perform safe self-rescue in different water-based situations	87% of year 6 children met KS2	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Embedded Complete PE Scheme and extra Teacher CPD	Build confidence and offer a greater variety of sporting activities and learning skills. Access to high quality lessons.	All year groups	
Providing children with a varied range of extra-curricular activities	Children access, enjoy and develop in a range of activities	KS2	
New lunchtime and breaktime equipment	Children have a variety of activates each day	All year groups	
Enhancing opportunities for participation and performance in sports, both in-school and through external competitions	All Year 6 children have had at least one opportunity to represent the school at a sporting event this academic year. Events have also meant that KS1 and KS2 have gone out of school to take part in activities	KS2	
Inclusion of girls sports, SEN and minority	Girls football and cricket tournaments. Panathlon tournament for SEN and every child in years 4-6 have participated in sporting events. The children have developed their leadership skills alongside a greater sense of team identity, team contribution and belonging.	KS2	

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 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 least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, range of equipment ordered	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.	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.	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.	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 all pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. Sports Ambassadors arranging lunchtime games on the field.	Physical Resources - £1000 CPD for staff – free

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)	Attend both KS1 and KS2 Dance Festivals, as well as a boys dance workshop.	Running dance clubs in school and signing up for the West Wilts Dance Festivals.	Lots of children willing to participate.	Both festivals attended.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Both girls and boys enjoying and getting involved with dance. Having a positive impact with performing on stage and day-to-day wellbeing.	Continue with the same staffing and energy next year.	Pupils voice and positive parent feedback.	Approx: £500

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)	Getting more children involved in competitive sports.	Participating in the West Wiltshire sporting events, and extra events such as football, cricket, rugby and netball tournaments.	New skills learned and the understanding of different sports. Friendly competition.	Children keep to attend each sporting activity.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Nearly all Year 4, 5 and 6 children attending 1 or more sporting events throughout the year. Excitement with each event and wanting to discuss with fellow peers.	Some staff have business insurance so are able to transport children. Parents are also willing to transport. Children are showing enthusiasm resulting in SLT and Governors encouraging participation in these events.	Pupil voice, parent feedback and positive comments on our School Facebook page. Have placed highly in the events and competitions.	Approx £1,500

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