

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

Commissioned by



Department
for Education

Created by



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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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - 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	All pupils were able to swim 100 metres confidently and this included those pupils (x 2) who were having to repeat swimming lessons in Year 6.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	75% of pupils were able to use a range of strokes effectively, though some pupils were competent in some of these strokes than others.	
3. Perform safe self-rescue in different water-based situations	100% carried out lessons which included supporting themselves in the water and carrying out self-rescue.	

Review of the last academic year (2024/2025)

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> • Our PE lead was able to design and deliver a comprehensive PE long term plan and shared this with teachers through CPD. • Fisical, our outside sports provider were included in the design and delivery of long-term plan. • TA's or teachers were present in Fisical PE lessons meaning they were able to observe practice. • Broader range of sports in our Long term plan than in previous years. • The PE plan was designed so that there was a revisiting of skills that can be applied across more than one sport as children progressed through Year groups. 	<p>There was not the opportunity for the PE leaders to formally observe both PE practice in teacher PE lessons or Fisical so there was limited evaluation of the impact of the long term plan.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> • Increased uptake of participants in competitive IGS league nights compared to previous years, especially with the girls. • Introduction of first Inclusive Boxes designed to promote coordination and engagement i.e. throw/catch box, circus skills box, drawing box. • Took part in CAER (Centre for Applied Research) research project Fun Moves aimed at mapping physical profiles of pupils so each pupil has a personal profile of what they need to support their access to PE. • All Year Groups access to Fisical apart from Reception for the first time, • Purchase of shed for storage of team building, playtime equipment and inclusion of Team Building games within the Long Term Plan • Forest Schools provision increased to include Year 2 and Year 5 	<p>Think more about physical environment in school and how we can improve movement during the school day.</p>

3. Raising the profile of PE and sport across the school, to support whole school improvement	<p>We were able to offer a broader range of afterschool and lunchtime sport clubs including Netball Club, Cross Country. This expanded what we could offer to a range of pupils across school.</p> <p>Planned a day with Paralympic Athlete to raise profile of sport among pupils and gain sports equipment voucher for school.</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>Increased uptake of participants in competitive IGS league nights compared to previous years, especially with the girls.</p> <p>Team Building Games included problem solving games and thus had more equitable access to curriculum beyond physical attributes of pupils.</p>	
5. Increasing participation in competitive sport	<p>Increased uptake of participants in competitive IGS league nights compared to previous years, especially with the girls.</p>	<p>Mapping of Pupil Premium/SEND/Boys and Girls needs mapping more carefully.</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		
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 inclusive lunchtime provision that caters for all pupils	The new Oftsted toolkit 2025, coming into effect in November 2025 places a more distinct focus on 'wellbeing and personal development' and 'inclusion' and in order to cater for all children at lunchtime, we feel a range of activity boxes (gross motor and some fine motor) in addition to different spaces and clubs to choose from enables pupils more choice in using a range of activities that support their physical and emotional needs.	<ol style="list-style-type: none"> 1. Increasing engagement of all pupils in regular physical activity and sporting activities 2. 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>Pupil Voice- School council to review the impact of the new boxes and clubs at lunchtime</p> <p>Number of Behaviour incidents on CPOMs- an expected reduction in these should occur due to pro-social behaviour encouraged through activities.</p> <p>Feedback from lunchtime staff who observe the quality of interactions and play</p>
To utilise sensory profiles to help adapt teaching of PE and include all pupils in specialised PE teaching, outdoor activities and enrichment	In 2024/25, the Fun Moves programme through Centre for Applied Educational Research was run in school, where pupils physical profile was created to be used in PE lessons and in Sensory Circuits. Faisal to use these to adapt PE lessons to certain children and expand the PE offer to Reception class to ensure equal access to PE specialisms in every year group. All teachers/assistants are in observing PE lessons.	<ol style="list-style-type: none"> 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. 2. 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>Feedback from staff on how they have been incorporated into PE lessons and classrooms</p> <p>Observation of PE lessons and to what degree adaptations are made to individual children.</p> <p>Parental Survey Feedback</p>
To use the Well Trust and Living Well survey to help evaluate health and wellbeing of pupils in our school	As part of a wider remit of healthy living, the school would like to get a sense of physical health and emotional health of pupils as the two are often interlinked. Making use of links with Living Well and the Well Schools Trust, we will assess pupil views and assess how we can use the Sports Premium grant to address any links to developing wellbeing in the classroom, around school and outside the classroom and how this might be linked to physical activity.	<ol style="list-style-type: none"> 3. Raising the profile of PE and sport across the school, to support whole school improvement 	<p>Use the Well Schools Trust ProfileTool</p> <p>Use Living Well Profile tool to analyse Physical Environment and how it supports the health of our pupils.</p> <p>Student Wellbeing Surveys capture pupil views on well they are supported to be healthy</p>

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*

Plan, monitor and evaluate (2025/2026)

Example objective shown below is for reference purposes only:

	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:



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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 inclusive lunchtime provision that caters for all pupils	<p>Maintain Inclusive Boxes for Gross Motor Skills and purchase and introduce new equipment into playground focusing on fine motor</p> <p>Develop SEND friendly boxes designed by pupils with SEND to improve range of activities outside</p> <p>Develop a range of clubs at lunchtime that encourage activity and self-regulation, both indoor and outdoor.</p>	<p>Better self-regulation and reporting of inclusive behaviours in the playground</p> <p>A decrease in negative playground incidents</p> <p>Pupils report feeling including and happy in the playground</p> <p>Better PASS assessment scores that shows in increased self-esteem including SEND/PP pupils</p>	<p>Pupil Voice- School council to review the impact of the new boxes and clubs at lunchtime</p> <p>Number of Behaviour incidents on CPOMs- an expected reduction in these should occur due t pro-social behaviour encouraged through activities.</p> <p>Feedback from lunchtime staff who observe the quality of interactions and play</p> <p>PASS Assessments show improvement</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				Active Lunchtime Cover with Fisical – Sept – Mar £2,280

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	To utilise physical profiles to help adapt teaching of PE and include all pupils in specialised PE teaching, outdoor activities and enrichment	<p>Physical profiles of each child shared with teachers following FUNMOVES trial.</p> <p>Specialist PE organisation consider these as part of planning and adapting lessons</p> <p>Evaluate PE lessons to ensure all key groups SEND, PP and those with lower physical skill set are able to access sessions</p> <p>Include Reception in extra PE lesson a week with provider to develop gross motor and coordination</p>	<p>Clearly differentiated and adaptative PE lessons which cater for different physical profiles of each child.</p> <p>Reporting by pupils of enjoyment of physical activities including PE lessons Forest Schools etc.</p> <p>PASS assessments improved in Sep 26.</p> <p>PE Monitoring assesses fidelity to Long Term PE plan.</p> <p>Better range of gross motor skills and coordination in Reception pupils.</p>	<p>Feedback from staff on how they have been incorporated into PE lessons and classrooms</p> <p>Record of children (PP, SEND, girls, boys) take part in IGS league after school.</p> <p>Numbers and profile of pupils attending Wake up and Shake up</p> <p>Observation of PE lessons and to what degree adaptations are made to individual children.</p> <p>Parental Survey Feedback on PE lessons and active outdoor education</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				<p>PE Lessons 3 days/week – Sept – Mar = £7,070</p> <p>Wake Up Shake Up Before School Club – Sept – Mar = £2,730</p> <p>Yr 2 Forest School – Autumn Term led by Go Wild = £810</p> <p>Yr 5 Forest School – Autumn Term led by Pippa Rochford & Linda Barker = £1,080</p> <p>IGS Sports League = £1,800</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
Plan and monitor	To use the Well School Trust and Living Well survey to help evaluate health and wellbeing of pupils in our school	<p>Completion of Well Schools Trust Wellbeing Evaluation will highlight areas we can work towards in terms of staff and pupil wellbeing and becoming more active in school.</p> <p>Analysis of Evaluation with Living Well Schools and identification of next steps.</p> <p>Complete steps to Well Schools Trust Accreditation.</p>	<p>An increase in pupil results for Health and Wellbeing Living Well Survey</p> <p>Increased wellbeing of staff in school, improving the SWEMBES score of 22.65 to above the national wellbeing average score for UK population.</p>	<p>Living Well Profile Tool completed and updated in Sep 26</p> <p>Health and Wellbeing Pupil Survey</p> <p>Anna Freud Mental Health Survey conducted biannually</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				There is no up front cost to this element but should be included in the objectives we are hoping to achieve.