

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	16% of children were able to swim at least one stroke up to 25m and 23% at least 20m in a stroke. These are improvements from the previous year where the percentages were below 10%.	Still below national average of 73% however our school's progress is promising considering cultural and economical barriers we face as a school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	10% of children can effectively swim 25m with a range of strokes. Again, improvements from last years data of below 5%.	Still below national average of 73% however our school's progress is promising considering cultural and economical barriers we face as a school.
3. Perform safe self-rescue in different water-based situations	73% of children can safe self rescue. This is an amazing achievement and an improvement from last years 53%! Self safe rescue is vitally important for children leaving KS2.	

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Increase staff's knowledge and understanding around planning a unit of dance and assessing against the subject progression document. Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance. ➤ Dance teacher to share planning with the school so it can be used for future lessons. ➤ Teachers have taken skills and applied these in extra curricular clubs and entered children in competitions successfully CPD supplied by our PE platform provider has enabled staff to improve on their supporting of children in SEND in PE lessons as noted in lesson visits and pupil voice.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	OPAL learning journey to begin February 2024 over the next 18 months. Outdoor Play and Learning to work with the school to significantly enhance the use of outdoor spaces and active breaks. - Significant positive impact on pupils engagement in physical activity for at least 30 minutes a day with Active England report for 2024-2025 stating 41% physically active 60 minutes a day across a week up from 17% the previous year.	Continue to push to increase these levels more in line with the national average. Including more activities at break and lunch through OPAL that require vigorous physical activity will be Increase in after school sports/physically active offerings for year 2025-2026.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Whole school athlete event in which children took part in a fitness event with a GB Paralympian and assembly with Q and A opportunities. ➤ Event inspiring for many children involved. ➤ All children involved in fitness sessions with the Paralympian including SEND children. Regular awarding of medals and celebrating achievements of children competing in competitions in assemblies over the year.	
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	Variety of sports clubs increased in the academic year to include cricket, football, athletics, dance, gymnastics, hockey and rounders. ➤ Girls only football clubs (lionesses) successful and numbers taking part increased each term. ➤ Paid coaches offering a variety of clubs for children in the Summer term including basketball and athletics. ➤ Amounts of SEND and Pupil Premium children attending sports clubs increased from previous year.	Continue to grow offer and be able to meet more of the children's requests through pupil voice for after school sports clubs.
5. Increasing participation in competitive sport	School received our School Games Bronze award as recognition for taking part in a variety of competitions out of school. Took part in a record number of competitions (11) across the year and competed in the West Yorkshire Cross Country finals for the first time in 3 years. Opportunities for children with SEND to compete in boccia and curling competitions throughout the year.	Missed the opportunity to compete in the SEND bowling pentathlon.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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	25% of children were able to swim at least one stroke up to 25m and 23% at least 20m in a stroke. These are improvements from the previous year where the percentages were below 16%.	Still below national average of over 70% however our school's progress is promising considering cultural and economical barriers we face as a school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	15% of children can effectively swim 25m with a range of strokes. Again, improvements from last years data of below 10%.	Still below national average of over 70% however our school's progress is promising considering cultural and economical barriers we face as a school.
3. Perform safe self-rescue in different water-based situations	80% of children can safe self rescue. This is an improvement from last years 73%! Self safe rescue is vitally important for children leaving KS2.	

Your objective: *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*



association for
PHYSICAL EDUCATION



	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)	To provide staff with relevant CPD opportunities (identified key members from subject monitoring) To use our dance teacher to upskill teachers for subsequent years PE lead and experience staff to support those less experienced Use of IRIS (video software) to support staff CPD Use of Getset4PE as a tool for staff.	Key members of staff identified. PE lead to provide necessary support such as team teach, online resources and lesson feedback. PE lead to regular check in with staff throughout the year and support where needed (planning, delivery, specific areas of the curriculum identified) Staff meetings (twice through the year) to provide specific support which has been highlighted during lesson visits and from the staff survey.	Staff confidence in teaching PE to have improved (staff surveys) The teaching of PE to be at a strong standard for most staff.	Staff surveys Lesson visit feedback forms Video analysis
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The quality of PE lessons have improved since last year (more pupils engaged in the lesson, staff confidence and knowledge has increased and pupils' physical education skills have improved) Staff are relying less on the support from the PE lead. Pupils are enjoying their lessons a lot more (pupil surveys) Getset4PE has helped teachers' planning and confidence (easy to understand and follow)	Staff to continue supporting each other in their year groups. PE lead to check in on a half termly basis with teachers and offer support. Teachers are becoming more confident using Getset4PE and is helping with subject knowledge.	Pupils surveys Pupil voice Staff surveys Lesson feedback.	£5,250

Your objective: *Increasing engagement of all pupils in regular physical activity and sporting activities*



association for
PHYSICAL EDUCATION



	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)	To increase the amount of time each child is physically active in a school day (30 minutes) To provide pupils with activities that they want to do and enjoy.	Ensure active breaks and lunches Use OPAL as a tool. Pupil surveys Active lessons Ensure PE lessons have a focus on physical education.	Pupils are more active than last year. Pupils are active for least 30 minutes in the school day. Pupils are happier and have more energy for the school day (pupil wellbeing surveys) Pupils mental health and wellbeing are more positive (pupil wellbeing surveys)	Pupil surveys Pupil voice Engagement levels in class Reduction of poor behaviour
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The number of children being physically more active has increased. Pupils are enjoying their break times a lot more. Pupils have had a say in what activities they like to take part in and their ideas have been listened to.	Resources have been purchased to support the children's interests and ideas (these resources are stored away safely in the containers) Regular assemblies are carried out for OPAL so children understand the importance of looking after equipment and what activities are on offer.	Pupil survey results (pupil's physical activity levels have increased from 45% to 67%) Pupil survey results showed which activity the children wanted to take part and children's enjoyment levels had increased (pupil survey results)	£5,000

Your objective: *Raising the profile of PE and sport across the school, to support whole school improvement*



association for
PHYSICAL EDUCATION



	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)	Raise the profile of PE and sport across the school through increased celebration, participation opportunities, pupil leadership, community engagement, and whole-school events, leading to improved pupil wellbeing, engagement, and school culture.	Increased participation in clubs and competitions. Greater pupil awareness of PE and sporting opportunities. More leadership opportunities for pupils. Increased parental engagement. PE regularly featured in assemblies, newsletters, and school communications. Positive pupil voice data regarding PE and sport.	PE and sport are embedded within the school's culture, leading to higher levels of participation, improved physical and mental wellbeing, enhanced pupil leadership opportunities, and greater engagement from pupils, staff, and parents. This contributes positively to whole-school improvement, personal development, behaviour, and attendance.	Club registers, participation data, competition records, percentage of pupils attending extracurricular activities, inclusion data for SEND/disadvantaged pupils. Pupil voice. Newsletter PE display board. Attendance data shows a positive increase for targeted groups. Attendance for summer term 95.8% Overall behaviour has increased.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE and sport have a significantly higher profile across the school. Participation in clubs, competitions, and leadership opportunities has increased, leading to improved pupil engagement, confidence, wellbeing, and teamwork. Sporting achievements are regularly celebrated, and PE is now recognised as a key contributor to whole-school improvement and pupils' personal development.	The improvements are sustainable because PE and sport are embedded in school life, with increased staff confidence, established programmes, and ongoing opportunities for pupils to participate and lead.	Staff CPD records, lesson observations, club participation data, pupil voice surveys, leadership programmes, and school communications demonstrate that PE and sport are embedded within school life and can be sustained over time.	£3,600

Your objective: . 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



association for
PHYSICAL EDUCATION



	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)	To increase participation in a diverse range of sports and physical activities while ensuring equal access and opportunities for all pupils	We will achieve this by providing a wider range of inclusive sporting opportunities, promoting equal participation, monitoring engagement, and responding to pupil interests through curriculum, clubs, competitions, and community partnerships.	Pupils participate in a wider range of sports, with increased engagement, confidence, and enjoyment. Boys and girls have equal opportunities to take part, leading to higher activity levels and more positive attitudes towards lifelong physical activity.	Participation data, club registers, pupil voice surveys, competition records, and school communications show that pupils are engaging in a wider range of sports and physical activities, with increased participation and equal opportunities for boys and girls.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in a wider range of sports has increased, with pupils showing greater confidence, enjoyment, and engagement. Boys and girls are accessing opportunities equally, helping to create a more inclusive and active school culture.	Yes. A broad range of sports is now embedded in the curriculum and clubs programme, with regular monitoring ensuring opportunities remain inclusive and accessible for all pupils.	Curriculum plans, club registers, participation data, pupil voice, and links with local sports clubs demonstrate that a broad and inclusive range of sporting opportunities is embedded within school provision.	£3,000

Your objective: . Increasing participation in competitive sport



association for
PHYSICAL EDUCATION



	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)	To increase participation in competitive sport and provide more opportunities for all pupils to represent the school.	Offer regular, inclusive opportunities for pupils to take part in intra- and inter-school competitions.	Increased participation in competitive sport, with pupils developing confidence, teamwork, resilience, and a positive attitude towards competition.	Competition and fixture records. Participation data showing the number of pupils taking part. Registers from festivals, tournaments, and School Games events. Photographs and social media/newsletter reports. Pupil voice surveys highlighting confidence and enjoyment. Certificates, medals, and achievement records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in competitive sport has increased, with more pupils representing the school in competitions and festivals. Pupils have developed greater confidence, teamwork, resilience, and sportsmanship through regular competitive opportunities.	Yes. Competitive sport is embedded in the school calendar, providing ongoing opportunities for pupils to take part in competitions and festivals each year.	HX1 Cross Country Winners in all year groups that progressed to Calderdale Calderdale Cross Country – Y6 girls that qualified for Wyorks West Yorkshire Cross Country Tag Rugby – 2nd Futsal – 2nd Bowling – Panathlon Orienteering – 2nd Multi Skills -2nd Girls Futsal – 3rd Boccia – groups Adam Heslop football trophy - Semis Cricket Tournament – 3rd	£3,000