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

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:

- 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.

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	91%- High percentage of children achieving this. Children participating in two-week blocks in Year 3 and Year 4 helped with their progression in the pool. Additional visits in Year 5 and Year 6 helped bridge the gap for children that did not meet the criteria. Swimming data compiled by Saltburn Leisure Centre.	Some SEND children failed to meet expected standard even with extra time and funding.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	82%- Higher percentage of children achieving this. Children participating in two-week blocks in Year 3 and Year 4 helped with their progression in the pool. Additional visits in Year 5 and Year 6 helped bridge the gap for children that did not meet the criteria. Swimming data compiled by Saltburn Leisure Centre.	Small percentage of children fell short of the range of strokes even though they managed to swim competently at least 25 metres. Some SEND children failed to meet expected standard even with extra time and funding.
3. Perform safe self-rescue in different water-based situations	91%- High percentage of children achieving this. Children participating in two-week blocks in Year 3 and Year 4 helped with their progression in the pool. Additional visits in Year 5 and Year 6 helped bridge the gap for children that did not meet the criteria. Swimming data compiled by Saltburn Leisure Centre.	Some SEND children failed to meet expected standard even with extra time and funding.

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?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	CPD- This has given a huge impact of staff competency and confidence with them ready to now teach it this year without the support of the external providers.	Some staff missed certain CPD. Staff meetings and teaching lessons due to illness, staffing change or other disruptions.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	OPAL- Playtimes are much more active, creative and widespread across the grounds. Children are involving themselves in a variety of sports and activities as we change the offer throughout the year. We have zones that are now set up for years to come and these will just need adding and adapting as we go through the years.	Areas around the school had to be closed off and certain zones did not get fully developed on the original plan.

3. Raising the profile of PE and sport across the school, to support whole school improvement	N/a	N/a
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	Balance Bike- The majority of the children can now access the balance bikes in the outdoor area freely and navigate around obstacles with them.	Staffing has had an impact on when children can access this and the condition of the grounds.
5. Increasing participation in competitive sport	School Sports Partnership- We have exposed every child to a festival/competition which has measurably ensured that every child has an experience that is positive with being physically active.	Some children were missing when their year group were competing.

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
To develop lunchtime play provision and resources to increase activity for less active groups.	Behaviour around break times and the effect it has returning the classrooms has effected the children's learning. The children's creative, resilience and social skills also need developing.	Increasing engagement of all pupils in regular physical activity and sporting activities.	OPAL monitoring. Pupil voice through questionnaires using Sports Leaders and Girls Active. Questionnaire given to teachers to see if this has helped in the classroom after break times. Conduct regular observations during OPAL times to see its effectiveness. External person working with Sports Leaders on certain days.
To continue to develop staff CPD in specific areas of the PE curriculum.	PE leads have previously identified certain areas of PE that teachers need help with. Invasion games for KS2 staff and the delivery of Complete PE.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff questionnaires at the end of observing and joint teaching.
To increase the participation of inactive girls within school.	Girl participation in clubs and lunches is fewer than that of boys.	Increasing engagement of all pupils in regular physical activity and sporting activities. (Focusing on girls)	Monitor club particpation and observe break/lunch times.
To identify the gaps in motor competency within EYFS/KS1 by upskilling staff.	Identify the gaps and improve the children's motor skills as more children are finding it hard to do simple activities e.g. sit a table.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Use screening tool to identify current levels of competency, group children appropriately and use interventions. Evaluate progress made from start to finish and which children need more interventions.

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:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop lunchtime play provision and resources to increase activity for less active groups.	Develop pupil leadership (training program), 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.	More children willing to join in freely with being active at break/dinner times. Less negative impact on classrooms after these times.	OPAL monitoring. Pupil voice through questionnaires using Sports Leaders and Girls Active. Questionnaire given to teachers to see if this has helped in the classroom after break times. Conduct regular observations during OPAL times to see its effectiveness. External person working with Sports Leaders on certain days.
	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	To continue to develop staff CPD in specific areas of the PE curriculum.	External company to come in and work with specific teachers throughout the school on specific areas of need for CPD identified by past questionnaires.	Teachers to be able to competently and confidently teach these areas of PE in the next academic year.	Staff questionnaires at the end of observing and joint teaching.
	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	To increase the participation of inactive girls within school.	Appoint, train and use Girls Active team at break/dinner times and also in curriculum time to make lessons fun and more engaging.	More girls joining in with after school clubs, dinner times and in curriculum lessons.	Observations of dinner times and curriculum lessons. Questionnaires given to girls on their thoughts towards being active and participating in sport.
	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	To identify the gaps in motor competency within EYFS/KS1 by upskilling staff.	PE lead to attend EYFS Tees Valley Motor Screening Course. Screening to be carried out and gaps identified. Children to be sorted in groups and appropriate interventions to be delivered in 15 minute sessions throughout the week.	Increase in competency levels and improvement in activities e.g. handwriting and stamina in core strength to help with sitting etc.	Data points from screening before and after looked at and analysed. Conversations with staff members about behaviour in the classroom and when joining in with certain tasks.
	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				
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				

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