

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

Commissioned by



Department
for Education

Created by



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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:

- [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	Higher percentage of children could swim confidently compared to previous year. Children were much more engaged with swimming lessons and tried hard to achieve expected standard. • All girls achieved.	Still some children that could not swim 25m, with some not being able to swim 10m. Lack of staff available and high costs meant top up swimming couldn't take place to target certain children. Boys were out performed by girls.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Higher percentage of children could swim using a range of strokes compared to previous year. All girls achieved.	Some children did not show a range of strokes and were only confident in a certain stroke. Lack of staff available and high costs meant top up swimming couldn't take place to target certain children. Boys were out performed by girls.
3. Perform safe self-rescue in different water-based situations	• Higher percentage of children could perform safe self rescue confidently compared to previous year. All girls achieved.	One child did not perform safe self rescue so could not achieve- this is due to late edition to school and language barriers. Lack of staff available and high costs meant top up swimming couldn't take place to target certain children. Boys were out performed by girls.

Review of the last academic year (2024/2025)



- Swimming was consistent through the year with a higher pass rate than the previous year completing and achieving Water Safety, Self rescue and demonstrating a range of swimming techniques however still room for improvement in the coming year.
- All children attended 1 SSP event however not the 2/3 originally planned for each year group. Children did not receive as many opportunities for competitions and festivals due to staff absences.
- Broad and balanced curriculum allowing greater engagement from pupils, meaning at least one activity they enjoy is covered. Children reported activities they liked and wanted more of. Some activities not completed due to other events in school
- Staff were confident with the delivery of the curriculum with preview of Complete PE to be bought to further assist teaching, learning and assessment.
- Children continued to show their understanding and importance of the School Game Values of: Determination, Self-Belief, Teamwork, Honesty, Respect, Passion and show pride when they receive the certificates at School Game assembly.
- Sports day was a success.
- CPDs were not advertised to staff due to missing Lead.

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	Majority of staff reported high confidence in delivering their year groups curriculum. • End of year staff evaluation • Emails of staff being offered CPD throughout the	• Due to PE lead absence additional support and CPD not offered to staff to allow for greater confidence in taught aspects. /
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children completed 2 sessions of PE per week evidence in pupil voices, discussions with staff and due to timetable PE slots. To increase engagement and physical literacy it was planned that 2 different types of Physical Activity eg Football and Dance would take place each week targeting pupils preferences and allowing for a range of experiences.	Sports Leaders/ PE leaders were not set and utilised in developing a more active playtime. Children attended training in the Autumn Term but this was not followed up due to PE lead absence.

3. Raising the profile of PE and sport across the school, to support whole school improvement	All staff were given their expected 2 hour slots of PE which we stuck to. - Data shows majority of children were AT the expected level in PE with some children being ABOVE.	Staff not as supported through PE process and had a contact if felt unsure about any area due to absence of lead. PE not at the forefront of the school but lessons were still followed. Regular checks and monitoring not completed due to absence of the PE lead.
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	Balanced and broad curriculum devised and followed allowing for greater experiences. Both boys and girls given the same lessons/ experiences. Children accessed Tees Outdoors an Outdoor education session during some point of the year. KS2 (yr4-6) accessed swimming sessions	Critique of the experiences not monitored in Autumn 2, Spring or Summer 1 due to absence but was then looked upon at the end of Summer 2
5. Increasing participation in competitive sport	In the Autumn Term children attended SSP sporting events Sports day was a success with children demonstrating their skills and good parental engagement	Attendance to sports events was less than previous years due to staff absences. Was the focus of competition elements including inter and intra incorporated into lessons and learning experiences, unknown.

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 (to be completed in July 2026)
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	25/26 Aims: • 75% 25/26 Results: • 84%	• Weekly swim sessions worked well with children constantly reinforcing their skills and knowledge. • Prioritising year 6 initially was good. • Changes to come in swimming will be good with the 2 week intensive lessons
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	25/26 Aims: • 75% 25/26 Results: • 84%	Some children did not fully engage in sessions, refusing to take part or not trying even for instructors. Children stronger in one stroke not always a range. Good development seen throughout with children being able to complete at least 2 different strokes.
3. Perform safe self-rescue in different water-based situations	25/26 Aims: • 75% 25/26 Results: • 84%	• Unfortunately, some children are persistently absent when they know they must attend a swimming lesson. We need to do some education with parents/families. • Confidence and self belief was a big issue for those who did not achieve • Children see the importance and can explain why it is taught

Aims for the next academic year (2025/2026)



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Aim	Why?	Key area	Supporting evidence
Develop the PE curriculum utilising Complete PE ensuring staff can confidently and competently deliver lessons	To ensure high quality PE is being delivered with a clear structure, personal challenges and key skills delivered.	Increase confidence, , knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Raising the profile of PE and sport across the school, to support whole school improvements.	- We have completed the self review tool. - Complete PE is all set up and teachers are using it. - Lesson observations show evidence of plans being used - Adapted the Complete PE curriculum from initial adding parts in from CPD and after teacher discussions.
Children to engage in a wide range of sports and physical activities through out the year and outside of the PE curriculum.	Children to use and see how their skills are transferrable. Increase engagement of all pupils. Increase participation in sporting activities during school and in extra curricular clubs. Broaden experiences and opportunities for boys and girls.	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>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</i>	- Staff reporting that physical activity is helping to regulate those children that need it. - Pupil voice. - Less behaviour incidents. - Children engaging more in activities
Set up Sports leaders and engage them with increasing physical activity levels.	Children to feel part of the PE experience and feel their own impact on others. – responsibilities. Allow leadership opportunities and to develop leadership skills such as communication, patience, organisation. Make playtimes and lunchtimes more active. Children to demonstrate their understanding and apply what they have learned in Sports Leader training but also PE Lessons.	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> Raising the profile of PE and sport across the school, to support whole school improvement	- Pupils to take part in pupil voice, co-design and feedback session. - Observations of pupils fully engage in activities using the sports leaders - Timetable and names of children wanting to be sports leaders
Ensure children engage in 30 minutes of moderate to vigorous physical activity each day.	Some children are still inactive during breaktimes and lunchtimes. Able to identify easily those least active. Some children do not do additional activity outside of school so ensure it is completed during school time	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> Raising the profile of PE and sport across the school, to support whole school improvement	- Staff inactive children list - Change in breaktimes. – more frequent - PE active heat map. - Use of circuit room for specific children - Outdoor areas set up and used where and as much as they can be.
Ensuring high quality resources and teaching materials are accessible to ensure high quality PE lessons can be delivered,	Lack of PE equipment and broken resources can negatively impact on the running of a lesson. To teach respect for equipment and stress the importance of taking care of equipment. To ensure teachers are able to concern themselves on the delivery material rather than sorting of equipment.	<i>Increasing engagement of all pupils in regular physical activity and sporting activities</i> <i>Raising the profile of PE and sport across the school, to support whole school improvement</i>	- Invoice for equipment - Stocked up cupboard. - Tracking emails and course details to receive additional equipment.

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*
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Plan, monitor and evaluate (2025/2026)



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♦ 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	Ensure all pupils access a range of Physical Activity opportunities through intra and inter school competitions, outdoor education, residential and swimming.	-Attendance to SSPs events to be planned in advance ensuring all classes attend at least 2 per year. -Sports day will be planned to encourage intra competitions- use of house teams to support groupings. - After school clubs to be set up with elements of competition in them. -Year 6 residential to positively improve experiences and engage in different activities -Sylvan Lore Outdoor education support delivery of PA lessons in KS1 and Ks2. -Weekly swimming sessions until pupils pass.	Children will display the school games marks values at these sessions and transfer them into school. All classes to have attended events throughout the year with positive feedback from staff and pupils.	- Proposed timetable events - Register of events - Evolve risk assessment form - Sports day folder/ email and communication with parents - Photographic events of attendance. -
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children are positively reporting on their PE experiences and ask when they are going to another one. Children are recalling skills and games taken from the sessions and applying it in PE lessons. Children are verbally able to explain the positive impact it has and are able to say why we take part in these events.	Yes, sport partnership continue to offer wide range and scope of activities. Only cost is bus (additional to RESSP premium money) . Children know the expectations and want to attend events and competitions Supports staff development as they can take ideas from the events/ competitions and apply them into their pe lessons.	Pupil voice and discussion Timetable of attended events Completed evolve forms Communication letters with parents Photographic events of attendance.	events £1575 SSP £5000 Sylvan Lore- £7,000

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop the PE curriculum utilising Complete PE ensuring staff can confidently and competently deliver lessons	Complete PE long term maps created with each individual lesson plan being able to be accessed. PE lead to meet with C Tennyson/ L Tarron to discuss utilising Complete PE and its benefits. Planned staff meeting discussing how to use Complete PE, what it offers and how it can support Teaching, Learning and Assessment.	Teachers utilising scheme in PE lessons, ensuring lessons are well structured and of a high quality. Teachers giving feedback whilst using it so questions/ queries and tweaks can be consulted. Clear sequence of lessons with progression of skills and knowledge.	• All plans of Complete PE and evident on the school website • Observations demonstrating use of Complete PE • Photographic evidence of sessions children taken part in
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Staff report to be more confident and enjoy having the plans to follow. Lessons are well set up/ resourced. Teachers making adaptations to lessons based on pupils. Through lesson observations it is clear that staff are using the lesson plans and children are progressing in skills, confidence and understanding	Through Complete PE staff are more confident and competent in the delivery of lessons. Greater engagement levels from the pupils due to the lesson content. Greater understanding of assessment with the use of the assessment tools.	Lesson observations Pupil Voice equates to sequence on complete PE. Complete PE logins utilised. Photographic evidence of lessons.	Complete PE £500



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensure children engage in 30 minutes of moderate to vigorous physical activity each day.	Staff meeting to be held and information to be distributed about how and why we should be promoting an active 30 minutes a day. Look at playtime and lunchtime activities/ equipment to create an active ethos. Train sports leaders to lead activities with in-active children. Use heat maps to establish parts of the day which are most sedentary. -After school clubs to be set up and ran ensuring all Key stages have access each term.	Regular Physical activity timetabled in to the school day. Activities made with practical elements. Children being more active and playtimes and lunchtimes. Sports leaders delivering sports activities with supervision. After school clubs with a physical element planned for each term and to target various age groups.	• Framework self-review tool. • Pupil and staff voice • Teacher observations of a more active playtime. • Heat maps showing more active zones. • Identification of least active.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Heat maps have been completed identifying areas of most to least activity with a focus on improving Children are more physically active throughout the day especially at break times. Teachers report positive impact it is having on behaviour and children's enjoyment.	Staff are understanding the importance and can be flexible about the placing of their active sessions- spotting when children potentially may need it Support is available through RESSP meaning there is a constant refresher to promote the 30 minutes physical activity. Changing school times, allows more opportunity to be physically active in burst- children able to sustain it more.	Heat maps more positively showing higher physical activity. Adaptations to the school break and lunchtimes. Big Walk week completed with supporting email with results. Pedestrian training sessions booked and attended Simon Carson- attendance list Bikeability log with parental consent.	Bikeability and Pedestrian training £120 with buying ino the SLA (£5000) Simon Carson sports wrap around £2,357.50 Stem Sessions £448



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Set up and train pupils to be Sports leaders - engage them with increasing physical activity levels.	Sports leader training for Year 4 and Year 6. Children to be given a folder of games they can play with all relevant equipment. Regular check ins with leaders Children given the option to become sports leaders and the option to stop if they so wish.	• Children taking on a leadership role • More active play • Children taking ownership of activities • Children positively engaging in activities who might not normally. • Leaders developing communication, teamwork, resolution and problem solving skills	• Positivity around playtimes and lunchtimes with Leaders engaging with others. • Skills transferred into PE lessons and other curriculum areas, • Pupil voice. • Less behaviour incidents. • Observations of pupils displaying leadership skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Year 4 and Year 6 attended course and actively engaged in the sessions. Year 6s were keen to become sports leaders with 1/4 of the class showing interest. Initially set up but due to commitments, timing etc this was not maintained- needs to be set up and regularly checked next year	Yes once children are trained they are then able to transfer these skills. Through the yearly training in Year 4s and Year 6s, a progression and responsibility is built where children look forward to taking on the additional responsibility- these are used during PE lessons not just at Break and Lunch times.	Evolve risk assessment completed showing attendance. Timetable of completed events. Spirit of the Games award winners for being a Sports Leader- showing transferrable skills and opportunities to utilise skills.	Training as part of the SSP SLA (£5000) Printing costs



	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Ensuring high quality resources and teaching materials are accessible to ensure high quality PE lessons can be delivered.	-Inventory stock take regularly -Ordering of new equipment -Sign up to win equipment -Take part in course, CPD and Online sessions to develop subject knowledge but also offer supportive equipment. -Children taking ownership of equipment.	-Lessons can have the full impact as all equipment is available and in good condition. - Children respecting the equipment during PE lessons- understanding why it needs to be maintained. - Teachers able to easily access equipment and report when equipment is missing or broken. - Variety of new equipment used and explored during PE lessons.	• Pupil voice. • Invoice for equipment. • Pictures of new equipment.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	-Some equipment has been replenish and used in PE lessons. -Some equipment has been utilised in afterschool clubs, making sessions more interactive and engaging. - Children enjoy using the new equipment and take notice of what it is.	Constant replenishing of equipment and resources allow for high quality PE to be delivered. Curriculum content and sequencing can be sustained and changes are not needed.	LTA Tennis Course completed to gained £250 of free equipment Majesticks (Little Sticks) course attended to receive golfing equipment. Invoices for new equipment.	CPD £200 Equipment costs £279.50