





# 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:**

- 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)

- 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.*

| 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 | All year 6s left being able to swim 25 metres confidently.<br>All were assessed by qualified swimming instructors and received their certificates.<br><br>All pupils - SEND inclusive met this target. | Due to the pool being re-fitted swimming lessons moved to another pool temporarily, the venue was not as good as our usual pool but lessons were able to continue. |
| **2.** Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Most year 6s were able to swim confidently with crawl and backstroke.<br>All were taught and assessed by qualified swimming instructors.<br><br>All pupils - SEND inclusive met this target. | Due to the length of time spent at the pool there was not ample time to master breaststroke as well. |
| **3.** Perform safe self-rescue in different water-based situations | All were able to perform a safe self-rescue and received extra tuition on water safety.<br><br>All pupils - SEND inclusive met this target. | |

# 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 | The continued use of sports coaches to support our teaching programme enabled more staff to become upskilled in different areas of the PE curriculum and specific sports linked to the skills being taught.<br><br>This enabled all pupils to be introduced to a wide range of sporting activities as well as transferrable skills across sports.<br><br>Continuing with GetSet4PE as our PE curriculum supported the areas of PE teaching that staff self-identified as weaker areas in their own practice.<br><br>We were also able to use the scheme to help to write our own curriculum overviews for the sustainability of our curriculum. | Due to other school priorities we did not manage to spend time together as a staff to complete whole school CPD. |
| **2.** Increasing engagement of all pupils in regular physical activity and sporting activities | All pupils received a minimum of 2 hours of PE teaching from coaches and school staff each week during the academic year as evidenced by classroom timetabling and coaching invoicing.<br><br>The money used to purchase new equipment meant that we increased our stock of balls etc to enable all pupils to be active at once during a PE lesson as well as providing extra equipment for break and lunchtimes to enable physical activity to be promoted and continued outside of PE lessons.<br><br>Forest schools lessons continued with a focus on outdoor and physical learning for all pupils throughout the year. | |

# 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? |
|---|---|---|
| **3.** Raising the profile of PE and sport across the school, to support whole school improvement | PE and sport has a strong place in our curriculum already due to previous spending of the PESS and so this did not take priority for us during this academic year. | We aimed to set up PE leaders from amongst the pupils however due to time and staffing this did not get off the ground this year and is a consideration for 2025-2026. |
| **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 | Through our coaching programme and after school sport provision this year we were able to introduce a wider range of sporting activities to all pupils. The PESS was used to part fund clubs to enable cost to be removed as a barrier for all pupils.<br><br>The PESS was also used to support the residential visit to Horstead to enable pupils to take part in a range of OAA activities that they would not have experienced in school. | Take up at clubs was regularly the same pupils despite clubs being open to all. This was parental preference as to signing up for clubs. |
| **5.** Increasing participation in competitive sport | We held our annual sports day and various sporting challenges throughout the year promoting and celebrating competition in sport. | We aimed to set up some inter-trust competition however this was not possible this year. |

## Aims for the next academic year (2025/2026)

*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 outcomes 2025-2026

| 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 | All year 6s left being able to swim 25 metres confidently.<br>All were assessed by qualified swimming instructors and received their certificates.<br><br>All pupils - SEND inclusive met this target. | |
| **2.** Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) | Most year 6s were able to swim confidently with crawl and backstroke.<br>All were taught and assessed by qualified swimming instructors.<br><br>All pupils - SEND inclusive met this target. | As with previous years the focus is on front crawl and backstroke due to the length of time spent at the pool. |
| **3.** Perform safe self-rescue in different water-based situations | All were able to perform a safe self-rescue and received extra tuition on water safety.<br><br>All pupils - SEND inclusive met this target. | |

# Plan, monitor and evaluate (2025/2026)

# Plan, monitor and evaluate (2025/2026)

## Your objective: Make lunchtime play more meaningful and active

| | Intent - what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|---|---|---|---|---|
| **Plan and monitor** | Develop our lunchtime play provision to ensure all groups of pupils feel able to participate. | Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play.<br><br>Increase amount of PE equipment to enable more pupils to be active at once.<br><br>Sports coach to provide support at lunchtime to train and monitor. | We aim to use our newly created and student elected House and Vice House Captains to lead lunchtime activities for all pupils, meaning that school staff can supervise a wider range of play opportunities.<br><br>We hope that being student led these activities will be appealing to a wide range of pupils as the pupil body is well represented by the captain selection. | 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** | **Final Cost** |
| **Evaluate** | We did not see the impact we had hoped this year due to high levels of SEMH amongst the pupil body necessitating a re-think as to how we approached student leadership as a whole. With more equipment available lunch times have been more active but more adult supervision has been required.<br><br>Sports coaching at lunchtime was re-thought to ensure that a wider range of pupils could access the activities with a rota system in place. | Next year we will not have the sports coach provision but we plan to roll our the house/vice captain leadership programme more thoroughly and to re-think how we store and access playtime equipment.<br><br>The new equipment is still proving popular and is used well. Pupils self monitor when equipment levels are low and actively seek to find missing equipment around the site. | Incident recording showed a reduction in playtime incidents over the course of the year.<br><br>Pupil voice to be carried out. | Physical Resources - £3440.95<br><br>Sports Coach support at lunchtimes - £850.00 |

# Your objective: Improve swim competence

| | 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 ensure all Y6 pupils meet the 25m swimming standard and can perform a self-rescue. | Extra swimming tuition for Y6 and extra sessions for pupils lower in KS2 to be arranged to ensure that our KS2 pupils get as much pool time as possible this academic year. | All Y6s meeting the required standard at the end of Y6 and all KS2 pupils showing an increase in confidence in the water to set them up ready for the end of KS2 requirements. | Pool records<br>Certificates<br>Staff monitoring of lessons.<br>Pupil voice. |
| | **What impact have you seen?** | **Are the improvements sustainable? How?** | **Supporting evidence** | **Final Cost** |
| **Evaluate** (Complete in July) | All Y6 pupils met the standard required as evidenced by pool records and certification at the end of the sessions.<br>We saw a huge increase in confidence amongst our non-swimmers in Yrs 3-5 who also benefitted from extra pool time with pupils previously unable to enter the water without adult support being in lessons independently and pupils who could not put faces in water etc being able to do this by the end of the term. | This increase in our swimming offer this year has set our Y3-5 cohort up ready for their curriculum swimming time next academic year as more are now swim-ready for stroke and rescue teaching than before. 3 non-swimming Y5s are now ready to work towards the end of Y6 distance and stroke requirements that would have not been possible without extra pool time this year. | Pool records show that all pupils in Y6 made the required standard regardless of gender, previous experience or SEND. | Transport - £2100.00<br><br>Instruction - £1058.96 |

# Your objective: Improve outdoor physical learning for all

| | Intent - what is your objective? | Implementation - How will you achieve this? | Impact - What do you hope to see? | Supporting evidence |
|---|---|---|---|---|
| **Plan and monitor** | To improve staff confidence in teaching outdoor physical learning in PE and other curriculum areas and to improve the offer for our pupils with SEMH and physical needs to ensure they build skills they need. | Continue to work with sports coaching to upskill staff on implementation of sports and skills from the PE curriculum and to introduce fresh and new ideas for staff who are competent and have taught PE for many years, especially for pupils on SEND register with SEMH and physical needs.<br>Continue to work with Forest Schools provider to model and demonstrate how learning can be made active and taken outdoors. | Staff who are more confident and who have new ideas for delivering the PE curriculum as well as staff who have been able to spend more time with pupils engaging in PE lessons in smaller groups.<br>SEMH and physical needs being better met through targeted teaching and support.<br>Staff building in more outdoor opportunities for learning. | Staff well-being in PE rising.<br>Pupils with identified needs being able to be more in whole school learning and less reported incidents in PE lessons. |
| | **What impact have you seen?** | **Are the improvements sustainable? How?** | **Supporting evidence** | **Final Cost** |
| **Evaluate** **(Complete in July)** | Small group PE sessions with coach worked well to support the additional needs of these pupils with sportsmanship and physical skills. We were able to extend this offer beyond those on the SEND register who were identified during the year as requiring extra support. | Staff have a stronger foundation on which to build and support these pupils moving forwards.<br><br>Staff have the knowledge and skills to take on this teaching themselves after the end of the PESS. | Lower records of incidents.<br>Staff voice.<br>Higher pupil engagement in PE lessons and outdoor learning lessons.<br>Pupils setting up own outdoor learning areas at breaks and lunchtimes following Forest School teaching. | Coaching - £2000.00<br><br>Forest Schools - £3285.00<br><br>Subscriptions - £355.50 |