

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

Commissioned by



Department
for Education

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PE and sport premium monitoring and tracking form



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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:

- [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)



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- 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	90% of pupils in Year 6 can swim 25 metres. Evidenced through data collected poolside with swimming teacher.	4 children attended top up swimming lessons due to low assessment data.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	56% of pupils in Year 6 can use a range of strokes effectively. Evidenced through data collected poolside with swimming teacher.	4 children attended top up swimming lessons due to low assessment data.
3. Perform safe self-rescue in different water-based situations	90% of pupils in Year 6 can perform a safe self-rescue. Evidenced through data collected poolside with swimming teacher.	4 children attended top up swimming lessons due to low assessment data.

Review of the last academic year (2024/2025)



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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	Specialist sports coaches delivered PE lessons alongside staff to increase teacher confidence when independently delivering PE lessons. This occurred across the year with a variety of sports. Staff were able to access CPD opportunities throughout the year through the school's partnership with Sports Coaching Group.	Although some teacher confidence has improved, we would like all school staff to feel more confident when delivering PE and sport sessions across school.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Children have been celebrated in whole school assemblies for participating in physical and sporting activities. Increased opportunities for pupils to engage in physical activity during lunchtimes through initiatives such as 'playleaders'. Children have access to their class equipment bucket with outdoor equipment available to participate in physical activity during playtime and lunchtimes. Classes complete 'River Miles' as a movement break.	Not all pupils are active for 60 minutes a day, 7 days a week. Opportunities for pupils to engage in physical activity during lunchtimes should be revisited to ensure these are successful.

Review of the last academic year (2024/2025)



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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, physical activity and sporting achievements are celebrated across the school. Pupil sporting achievements are celebrated as part of whole school assemblies. Visit from Olympic athletes and League Two footballer to inspire pupils to become more active and enjoy PE and sport.	Not all pupils are active for 60 minutes a day 7 days a week.
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	We offer a range of extracurricular activities and workshops that cover sports outside of the curriculum to allow more pupils to be involved. Some examples of extracurricular clubs include football, netball, dodgeball, cricket, tennis and gymnastics. Additional workshops were given curriculum time to be engaged with to allow all pupils to be engaged in the sessions. This included quidditch and pickleball.	Not all pupils are active for 60 minutes a day 7 days a week.
5. Increasing participation in competitive sport.	Membership with Crewe and Nantwich School Sport Partnership. Active participation in competitions of all ability levels to ensure an increase in participation for all pupils. Awarded Platinum School Games Mark.	Continue to develop provision provided for competitive sport. Explore opportunities for further intra-school competitions. Not all pupils are active for 60 minutes a day 7 days a week.

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 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	100% of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres.	Top up swimming necessary following a baseline assessment of Year 6 pupils.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	84% of Year 6 pupils can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	Top up swimming necessary following a baseline assessment of Year 6 pupils.
3. Perform safe self-rescue in different water-based situations	100% of Year 6 pupils can perform safe self-rescue in different water-based situations.	Top up swimming necessary following a baseline assessment of Year 6 pupils.

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To develop lunchtime provision to increase levels of physical activity for all.	Not all pupils are active for 60 minutes a day 7 days a week. To improve attitudes towards physical activity during unstructured periods, allowing positive experiences and leading to a more active lifestyle.	2. Increasing engagement of all pupils in regular physical activity and sporting activities 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	Pupil voice data showed that not all pupils are active throughout the week. Staff voice highlighted a lack of activities for children at playtime and lunchtime as a current concern. Observations of the playground showed that children are not choosing to be active, which may be due to lack of activities available.
Develop teacher confidence when delivering PE lessons through providing teacher training opportunities.	To ensure pupils participate in 2 hours of high-quality PE lessons per week.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Staff voice suggested that not all school staff are confident in their current PE delivery. Opportunities to develop teacher confidence will help to improve the quality of PE lessons.
Provide equal opportunities to competitions for pupils of all levels. Increase opportunities for intra-school competition to all access for all pupils.	To encourage all pupils to engage in physical activity, being able to enjoy these opportunities. To allow all pupils to have access to competition in competitive sports at an appropriate level.	5. Increasing participation in competitive sport 3. Raising the profile of PE and sport across the school, to support whole school improvement	Pupil voice data showed that not all children felt confident enough to compete at events. Pupil voice data showed that children would like more competitive events to be held in school, as well as attending external competitions/events.

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 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*

Your objective: Increase levels of physical activity



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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 (Complete now and monitor)	To develop playtime and lunchtime provision to increase levels of physical activity for all.	We plan to continue the use of 'Playleaders' to encourage pupil leadership in physical activity. Through staff CPD, we will be able to develop a whole school understanding of games and play. We intend to utilise pupil voice to understand what our pupils are interested in, making appropriate purchases in line with this.	An inclusive and active playground, accessible for all children. Staff to become role models for physical activity. A happier playground which will lead to a positive change in activity levels.	Pupil voice with a variety of pupils. Regular observations of the playground to better understand the activity levels in the school. Focused observations on our least active children to gauge activity levels. Frequent staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Implementing lunchtime provision has had a positive impact on our school. Playleaders have led a broad range of activities, and we have seen an increase in activity levels across all year groups. Through the help of school staff and sports coaches, activities have been adapted to meet the needs of the children, including SEND pupils. There has been a positive change in attitudes towards physical activity across the school, with a higher percentage of pupils being involved in physical activity during unstructured periods.	Our current Playleaders will have the opportunity to continue with their role whilst the new Year 5 cohort will be given training to become a Playleader. With more children being involved with this, more activities will be able to be delivered which will allow a more active playground. Continue to listen to pupil voice and feedback from staff to ensure the provision being provided is effective. For children who find the competitive activities more challenging, we can discuss alternative activities for them to participate in. Children could be given roles during the activities such as coach or a referee to allow an alternative perspective to be gained. Sports coaches to continue to deliver high quality activities at lunchtime.	14/32 Playleaders would like to continue with their role in the future, with 30 more children being given the opportunity to join them next year. Staff feedback shows that the provision implemented has been effective and through regular monitoring and evaluation has been adapted and changed to best suit the needs and demands of the school. End of year pupil voice findings: - <u>Do I enjoy lunchtime?</u> 98% of pupils answered yes. - <u>Have I played a game with the playleaders at lunchtime?</u> 71% of pupils answered yes (Year 5 excluded from this due to being playleaders). - <u>Have I joined in an activity with the sports coaches at lunchtime?</u> 92% of pupils answered yes.	Sports coaches for lunchtime provision - £4500 Equipment for lunchtime provision - £250 Playground inspection - £440 <u>Approx. cost = £5190</u>

Your objective: Develop staff confidence



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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 (Complete now and monitor)	Develop staff confidence when delivering PE lessons through providing staff training opportunities.	Through staff CPD opportunities, staff confidence will improve allowed high quality PE lessons to take place. Subject leadership training for PE subject lead to allow successful leadership of PE. Subscription to PE passport to allow all staff to access high quality planning and supporting resources, improving confidence in delivery. Continued support from Sports Coaching Group to model lessons, allowing staff to team teach high quality PE lessons with confidence.	An increase in confidence shown in staff voice surveys. Pupil voice surveys to show an increase in enjoyment for PE. Pupil attainment data to show an improvement in the number of children graded ARE across the school.	Staff voice, pupils' attainment data, lesson observations and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Lessons modelled by Sports Coaching Group have been replicated and adapted by teaching staff to allow high quality PE lessons to be delivered with confidence. Frequent and ongoing conversations with Sports Coaching Group staff has allowed staff to ask questions about lessons and receive suggestions of how to improve. Through lesson observations and pupil voice data, it is clear that children enjoy their PE lessons. PE subject leadership training has allowed successful leadership of the subject, with appropriate amendments being made.	Continued partnership with Sports Coaching Group allows more opportunities for staff to observe and team teach lessons with sports coaches. Use of PE passport will continue so staff can access high quality planning and supporting resources to continue to improve confidence.	Staff voice, pupil voice, lesson observations, regular monitoring and evaluation conversations with coaches from Sports Coaching Group.	Sports Coaching Group (including PE passport) - £5552 CNOSP membership - £900 Equipment to allow lessons to be delivered - £1000 <u>Approx. cost = £7452</u>

Your objective: Equal opportunities to competitions



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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 (Complete now and monitor)	Provide equal opportunities to competitions for pupils of all levels. Increase opportunities for intra-school competition to all access for all pupils.	Arrange river family competitions across the school to take place across the school year. Participate in CNSSP competitions at inspire, aspire and celebrate levels, ensuring equal access to all.	All pupils to have participated in an intra-school competition. An increased number of competitions at celebrate and aspire levels as part of CNSSP. Pupil voice to reflect participation in competitions.	Competition calendar and register of participants. Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children across the school have competed in competitions in school, experiencing equal opportunities to participate. 111 pupils have participated in external competitions across the year, with a number of these being at celebrate and aspire levels with attendance being tracked and monitored to ensure equal access for all.	Sports Day and River Family Sports Day are to continue to take place in school as intra-school competitions. Plans to be made for further opportunities for this, such as River Mile competitions for each class. Continue to attend competitions organized through CNSSP, entering at all levels to ensure equal access to all.	Planning for events such as Sports Day and River Family Sports Day. Competition calendar. Competitions attendance statistics. Membership with CNSSP.	CNSSP membership 25/26 - £900 CNSSP membership 26/27 - £900 Intra-school competition - £24 <u>Approx. cost - £1823</u>

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