





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	70% of children could do this Catch up sessions for some non swimmers ran in summer term KS2 resource base children confidently joined in with these sessions with mainstream year group	Some children did not meet the standard expected for swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	70% of children could do this Catch up sessions for non swimmers ran in summer term KS2 resource base children confidently joined in with these sessions with mainstream year group	
3. Perform safe self-rescue in different water-based situations	100% of children took part in these sessions and could do this.	

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	- Autumn term weekly staff cpd sessions which increased staff competency - LFC coaches teaching sessions that staff were present for as CPD - Gymnastics CPD for all staff, team teaching approach and help with adaptations - Cricket sessions by Cheshire CC coach delivered with staff present and engaged as CPD opportunity	- Sourcing staff cpd in dance - No staff meeting dedicated to PE - Subject lead did not attend PE conference
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Cricket sessions - Gold School games award - LFC multisport delivery - Taekwondo curriculum sessions - Leaflets handed out for local sports teams - Sharing on social media local offer of active clubs in the holidays and in the local community during term time - KS1 playground equipment for active breaks and lunchtimes - Afternoon break included in daily timetables	- Targeting the pupil premium children for ASC clubs (the same names would attend multiple clubs whilst some were reluctant to engage)

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	- Children who have sporting achievements outside school are celebrated in assembly - Children celebrated for representing school in competitions - The inclusion of specialized coaches for cricket, taekwondo and LFC had a real buzz with the children for participation in PE lessons.	Pupil leadership team did not organize any events in school Weekly sports award was not part of celebration assembly or end of PE lessons
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	- Uptake of girls attending football club, raising the profile of girls football, increased participation of girls football. - KS2 pupils took part in non competitive and competitive sport at local CC. - Y5/6 girls took part in competition against other schools. Y6 EAL pupil new to school took part in cricket competition and now has started to go training regularly outside of school.	Need to access more non conventional sports to offer to the children during curriculum time to ensure that offer is available to every pupil.
5. Increasing participation in competitive sport	Gold school games mark Y5/6 girls took part in competition against other schools. Y6 EAL pupil new to school took part in cricket competition and now has started to go training regularly outside of school	Transport costs and adult availability to go on competitions was a barrier. With our mixed age classes and some events been Y5 only for example, limited the pool if children that could attend. Sometimes we didn't have enough pupils to form a competitive team.

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 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

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	73% of children could do this Catch up sessions for all non swimmers ran in summer term KS2 resource base children confidently joined in with these sessions with mainstream year group	Some children did not meet the standard expected for swimming.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	73% of children could do this Catch up sessions for non swimmers ran in summer term KS2 resource base children confidently joined in with these sessions with mainstream year group	Not many children put themselves forward to compete in the swimming gala- showing that they lack confidence in their own swimming ability.
3. Perform safe self-rescue in different water-based situations	100% of children took part in these sessions and could do this.	

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 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

Plan, monitor and evaluate (2025/2026)

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	- Midday supervisor training - Staff CDP to develop their understanding of games and play, - Range of equipment - Child voice activities to understand pupils wants and needs - Outdoor play provision such as OPAL	- Midday supervisors and all staff leading a range of physical activities and joining in with movement daily to role model - A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Child voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). 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**	**Approx. cost**
Evaluate	Children on KS1 playground engaged in more physical activity during break and lunchtime	Yes the KS1 play equipment came with a 10 year guarantee OPAL will transform our outlook on play when it is embedded	Pupil voice Observations by staff	

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 (Complete now and monitor)	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	- Reach out to local providers for curriculum sessions and after school clubs - Make links with different providers for curriculum sessions - Liase with school games officer to attend events that we have never before	- Children have a broader experience of sports - Children know where they can uptake a new sport outside of school	- Curriculum design/offer - After school clubs attended
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Chidlren have tried new sports e.g. Taekwondo, cricket	- Yes the children have had those experiences and talk about them often - Children develop transferrable skills within these sessions - Increase in engagement with PE	- Pupil voice - Uptake of children at after school club register	

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 (Complete now and monitor)	Key indicator 1- *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training*	- Contact local providers for staff CPD - Booking in specilaised coaches for certain sports to allow staff to team teach/have CPD opportunity	- Confident staff delivering lessons/sequences	- Staff survey - Pupil voice
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Staff can now deliver sequences of lessons	- Staff have long standing knowledge to teach future lessons/sequences - Links made with external providers - We now have access to cricket CPD online	- Staff survey - Pupil voice - Cheshire CC coaches delivering cricket - Liverpool FC coaches delivering PE lessons in various sports	