



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 (2025/2026)



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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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> • The school employed TB Sports to deliver curriculum PE lessons from Nursery to Year 6, led by a highly skilled and experienced PE specialist. • All class teachers attended PE lessons alongside pupils, enabling them to observe high-quality teaching practice and strengthen their own subject knowledge and confidence. • Staff benefited from ongoing professional development through modelling of effective lesson delivery, differentiation and assessment within PE. • SEND sensory circuit sessions provided valuable CPD opportunities for SEND Teaching Assistants. • SEND TAs developed the skills and confidence to independently deliver sensory circuits on additional days, increasing provision for pupils with SEND. • Pupils received consistently high-quality PE teaching across the school, supporting engagement, participation and skill development. 	<ul style="list-style-type: none"> • Sports Premium funding is ending, meaning the school will not be able to continue purchasing specialist support from TB Sports next year. • Teachers will be required to deliver all PE lessons independently. While staff have developed their confidence and competence through CPD, they are not PE specialists. • Without ongoing expert coaching and modelling, there is a risk that staff confidence and subject-specific knowledge may not continue to develop at the same rate. • The loss of specialist provision may reduce opportunities for staff to access high-quality, in-class PE professional development. • Maintaining the same level of expertise and consistency in PE delivery across all year groups may be more challenging moving forward.

Review of the last academic year (2025/2026)



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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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none">• The school utilised the expertise of TB Sports for two days per week, ensuring that all classes received their entitlement of two hours of PE and sport each week. PE continues to have a high profile across the school and is valued by pupils, staff and families.• Children attend school in their PE kits on PE days, reducing time spent changing and maximising active learning time within lessons.• This approach has ensured that pupils receive the full allocated PE lesson time and has increased participation in physical activity.• TB Sports provided free lunchtime football and cricket clubs, offering additional opportunities for pupils to be active and develop sporting skills.• Lunchtime clubs were well attended and accessed by pupils from a wide range of demographic groups, promoting inclusivity and participation.• TB Sports also delivered two after-school sports clubs, further increasing opportunities for pupils to	<ul style="list-style-type: none">• The school's reliance on external coaches has meant that some aspects of PE provision are dependent on Sports Premium funding.• With funding ending, the school will not be able to maintain the same level of specialist support next year.• The loss of lunchtime and after-school clubs provided by TB Sports may reduce the range of extracurricular sporting opportunities available to pupils.• Maintaining the same high profile for PE and sport without external expertise may prove challenging.• Staff will need to take on greater responsibility for promoting PE and delivering extracurricular activities alongside their existing workload.

Review for this 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?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<ul style="list-style-type: none"> • Swimming lessons at Southglade Leisure Centre were exceptionally well organised and structured. • Pupils were carefully assessed, monitored and grouped according to their individual needs, ensuring appropriate challenge and support for all learners. • Three qualified swimming instructors provided a favourable teacher-to-pupil ratio of approximately 1:11, enabling high-quality instruction and close supervision. • An electronic tracking system allowed progress to be monitored 	<ul style="list-style-type: none"> • The cost of transport reduced the number and length of swimming sessions that could be provided within the allocated budget. • A high proportion of pupils started the programme lacking confidence in the water, with some having never previously accessed swimming lessons or visited a swimming pool. • Due to the low starting points of some pupils, a considerable amount of lesson time was required to develop basic water

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*
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Plan, monitor and evaluate (2025/2026)



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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), 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	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. 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.	Youth 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	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Continue to embed the OPAL (Outdoor Play and Learning) approach to increase physical activity and engagement at lunchtimes for all pupils.</p>	<ul style="list-style-type: none"> Continued implementation and development of OPAL across the school. Provided training for lunchtime supervisors to ensure high-quality play opportunities were available for all pupils. Trained curriculum leaders and OPAL Ambassadors to support the successful delivery and sustainability of the programme. Monitored pupil participation and engagement through observations, pupil voice and regular evaluations. 	<ul style="list-style-type: none"> The school successfully achieved the OPAL Platinum Award, recognising the outstanding quality of play provision and outdoor learning opportunities. Evaluations demonstrated significantly increased levels of physical activity and engagement during lunchtimes. Children reported greater enjoyment of lunchtimes and valued the wide range of activities available. Pupil voice surveys highlighted the positive impact of OPAL, with many children commenting that "OPAL is the best thing about our school." Increased opportunities 	<p>Pupil Voice Parent Voice Staff Voice Platinum Award</p>

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Increase the percentage of pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres by the end of Key Stage 2.</p>	<ul style="list-style-type: none"> • Continue to provide swimming lessons for pupils, subject to available funding. • Identify pupils who are below the expected swimming standard and provide targeted support where possible. • Explore opportunities for additional intervention sessions for pupils who require further development in water confidence, stroke technique and stamina. • Monitor pupil progress through regular assessments and communication with swimming instructors. • Work with parents and carers to encourage participation in swimming lessons outside of school where appropriate. • Investigate alternative 	<ul style="list-style-type: none"> • An increased percentage of pupils achieve the National Curriculum expectation of swimming at least 25 metres by the end of Key Stage 2. • More pupils demonstrate confidence and competence when using a range of swimming strokes. • Pupils show improved water safety awareness and self-rescue skills. • Targeted pupils make accelerated progress from their individual starting points. 	<p>Track pupil attainment and progress throughout the swimming programme. Analyse end-of-year swimming data against previous cohorts. Gather pupil voice to evaluate confidence, enjoyment and perceived progress. Review the effectiveness of any targeted intervention sessions and adapt provision accordingly.</p>

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor (Complete now and monitor)</p>	<p>Deliver high quality PE lessons and increase staff confidence in teaching PE</p>	<ul style="list-style-type: none"> • All staff worked alongside an external provider to deliver high-quality PE lessons across the school. • The external coaching support ensured consistent delivery of well-structured, progressive PE lessons covering a broad range of sports and physical skills. • Staff benefited from modelling of effective teaching strategies, including differentiation, assessment, and pupil engagement in PE. • Teachers reported increased confidence in planning and delivering PE lessons independently as a result of working closely with specialist coaches. • Pupils experienced high-quality PE provision with strong progression in 	<ul style="list-style-type: none"> • All teaching staff confidently planning and delivering high-quality PE lessons independently, using a clear and progressive scheme of work. • Consistent delivery of PE across all year groups, with clear progression in skills, knowledge and understanding. • Teachers demonstrating improved subject knowledge in a range of sports and physical activities. • Lessons that include effective differentiation so all pupils, including SEND, are appropriately challenged and supported. Pupils actively engaged in PE lessons, with high levels of participation, 	

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