





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:

- 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 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	Children in year 5 and 6 received regular fully subsidised swimming lessons at the local leisure centre, all children in year 6 received a full term of swimming across the 2 years of upper key stage 2.	A large number of our pupils began the sessions not being able to swim, the amount of time they spent in the water was not sufficient to allow them to make the required amount of progress in the different swimming strokes.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	25m Front crawl: 33.3% Backstroke: 33.3% Breaststroke: 33.3% 33.3% of children in a class of 30 were able to swim 25m unaided in the 3 strokes listed.	A large number of students were not able to swim the required distance in a competent fashion, they did however make progress against their start point
3. Perform safe self-rescue in different water-based situations	33.3% of children were able to take part in basic water safety activities within the swimming lessons.	The majority of the children had no basic water skills or water safety skills when beginning their lessons with school, they were complete beginners.

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	We introduced a new scheme, complete PE, this has enabled the staff members from reception to year 6 to have access to detailed plans that can be differentiated to meet the needs of all the children in the class, this is an annual subscription that will enable further CPD in the future. The scheme also allows for a more in depth assessment of the children's progress to feed into future planning. Staff receive weekly CPD through team teaching with coaches from GC coaching across a range of different sports in line with our national curriculum.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We adapted our curriculum through the Complete PE planning tool and were able to incorporate outdoor education as part of the curriculum in addition to the residential trip at the end of their time at Longlands. We also introduced a wider range of after school sports clubs including cheerleading, street dance, box 2bfit, football and multiskills. We identified a number of children that were not accessing PE or physical activity outside of the school day and provided funded places at these clubs for them.	There were less clubs available for children in KS1 and EYFS, this is something we have identified and will continue to work on in the next academic year.

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	We have introduced a sports council again this year, they will support in the running of lunchtime clubs, sports days, sports week and additional physical activity days. They also supported in the sports relief mile day and the Isabel Hospice reindeer run. We were also successful in obtaining a ballot place for the London mini marathon, 15 children went to London to run the last 2km of the London Marathon finishing on the Mall.	The local sports partnership didn't run as many events as initially stated so we weren't able to compete in as many interschool competitions.
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	Children in KS1 and KS2 were identified by class teachers as to not being accessing as much of the PE curriculum outside of lesson times, these children were offered a funded place in a sports after school club of their choice.	
5. Increasing participation in competitive sport	We joined the WDPSSA partnership football league for our year 5 and 6 children, we played a number of local schools whilst competing in the football league and employed an outside sports coach to train the children to support in their competitions.	Transport to and from the matches and tournaments was costly and time consuming to book as we do not have access to a minibus and so the majority of the transport needs to be taxi's from local companies and we are reliant on them having large enough taxis for the events.

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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
To participate regularly in the WSDPSSA football league.	To provide the children with the opportunity to participate in a competitive sporting situation throughout the year.	Raising the profile of PE and sport across the school, to support whole school improvement Increasing participation in competitive sport	Newsletter reports, photos, pupil voice.
To inspire the children with a visit from an Olympic athlete and show them what they can achieve with hard work and training.	To provide the children with an inspirational visit from an Olympian and the opportunity to train with them.	Raising the profile of PE and sport across the school, to support whole school improvement	Assemblies, photos, student voice, staff voice.
To focus on skill progression across the year groups and ensure skills are being build on throughout the school life.	To ensure that the children develop their skills and are able to identify the different skills that they are using across the different schools and allow them to transfer these skills across the different sports. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. Increasing engagement of all pupils in regular physical activity and sporting activities	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	End of term data, teacher judgement, lesson observations, use of Complete PE planning tool.

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.
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Your objective: To improve behaviour and increase physical activity levels at lunchtimes.

	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 sports leaders/ sports council role to support children in lunchtime activities to promote physical activity across different times of the school day.	Develop leadership skills in children. Promote physical activity and sport across the entire school outside of PE sessions.	Children will gain confidence in leadership and their ability to run sessions. Behaviour will improve as a result of more structured lunchtime sessions. Children will develop their sports specific skills and transfer this into their playground sessions.	Pupil voice Photos Staff voice SLT moderation.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Children are working alongside sports coaches to support younger children on the playground, we are looking to continue this within the next academic year to improve behaviours and levels of physical activity across all key stages.	Yes, there is no cost involved and we already have dedicated lunch time sports coaches to support with the development of the children's leadership skills. The children feel it's a privilege so look forward to their sessions on the KS1 playground.	Children are happy to deliver sessions on different sports and activities. Younger children have shown excellent listening in sessions and are able to follow the rules and games set out by older children.	Cost of sports coach at lunchtimes to oversee the development of children. ***£3565***

Your objective: To improve staff confidence in teaching gymnastics and dance.

	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 provide staff with the skills necessary and the confidence to teach gymnastics and dance as part of the PE curriculum.	Identify staff members who feel they need support in teaching gymnastics and dance efficiently through staff confidence questionnaires. Use the Complete PE CPD hub to provide the support necessary. AL to team teach gymnastics with teachers to further support within these sessions.	Increase in staff confidence in teaching gymnastics and dance. Increase in competence and development of skills in the children.	Students voice Staff voice End of unit assessments.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	High quality PE is being delivered across all Key Stages. Medium term plan has been updated using the complete PE planning tool to ensure that all areas of the curriculum are delivered and skills are being built on as the children progress through the school. Subject leader has supported staff in the delivery of gymnastics and dance and children have performed routines to parents and the rest of the school in assemblies.	Yes. Subject leader will continue to provide support for staff. All staff members have a new year group this year, subject leader will prepare a staff voice questionnaire to see where support is necessary and either deliver herself or enlist the support of the complete PE CPD hub.	Subject leader has supported staff in the delivery of gymnastics and dance and children have performed routines to parents and the rest of the school in assemblies.	***£175- cost of complete PE***

Your objective: To provide children with a wide range of opportunities to participate in extra curricular clubs and tournaments.

	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 provide children with a wide range of opportunities to participate in different sports through the use of after school clubs, tournaments and competitions, utilising the local sports partnerships.	To enter the WDPSSA football league to allow the year 5 and 6 football team to participate regularly against other schools. To enter all appropriate tournaments and competitions to try to provide as many different children with the opportunity to represent the school in a variety of different sports.	Children will develop more competency to participate in sport at a competitive level. Children will gain confidence in participating in a variety of sports and be able to transfer learnt skills across the different sports.	Membership to the WDPSSA Photos Newsletter posts Student voice.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Children have been able to participate in a variety of different sporting tournaments and activities.	Yes, the school will renew its membership to the WDPSSA and continue to enter the tournaments and events available to them. This will continue into the next academic year.	Children have been able to participate in a wider variety of different sports and activities Football tournaments for all KS2 classes Football league for Year 5 and 6 Tennis tournament Cricket tournament Athletics tournament	***£960***

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