

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:

- [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 focussed 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	Curriculum swimming provision was in place for children in Years 3 to 5 during the school year.	The school was unable to offer Top Up swimming for pupils in Year 6 last academic year due to lack of availability at the local leisure centre.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Curriculum swimming provision was in place for children in Years 3 to 5 during the school year.	The school was unable to offer Top Up swimming for pupils in Year 6 last academic year due to lack of availability at the local leisure centre.
3. Perform safe self-rescue in different water-based situations	Curriculum swimming provision was in place for children in Years 3 to 5 during the school year.	The school was unable to offer Top Up swimming for pupils in Year 6 last academic year due to lack of availability at the local leisure centre.

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	The school invested in professional development to enhance the quality of PE teaching. A cricket specialist was brought in to deliver CPD sessions, giving staff practical strategies to use in their own lessons. PE-related articles and teaching tips were regularly shared with staff, and time was allocated for them to work directly with the PE Lead, receiving advice, observing good practice, and team-teaching when needed. ‘Complete PE’ subscription provided structured resources to support planning and delivery. In addition, the PE Lead and Principal (PE trained) also taught PE lessons across the school, modelling high-quality instruction and reinforcing consistency in teaching standards.	Developing high quality PE lessons through the implementation of the SHARP principles to enable children to be more physically active for a greater percentage during PE lessons (65%-80%).

2. Increasing engagement of all pupils in regular physical activity and sporting activities	Walk to School Programme launched in January 2025 led by the School Principal supported by Living Streets. Monthly award scheme used to motivate pupils throughout the school year. Assemblies used to engage children i.e. National Walk to School Week/Month etc. Sports Crew established. Daily Mile introduced during National School Sport Week and continued into 2025-26 academic year.	Play Leaders not trained to deliver short sessions to pupils at unstructured times (break and lunch). Sports teacher unable to provide OSHL sessions after Autumn 1 2024.
3. Raising the profile of PE and sport across the school, to support whole school improvement	School Principal is a trained PE lead and provided support for HLTAs through team teaching and in leading sessions. PE lead given weekly dedicated management time. Information shared with parents via online communication (Marvellous Me) as well as the weekly newsletter.	Designated PE display board not in place.

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	School Games offer provided opportunities for different groups to be physically active i.e. girls' football events, SEND events etc.	Data of pupil groups not monitored/analysed.
5. Increasing participation in competitive sport	Gold status achieved through the School Games programme (silver and bronze the two previous years).	Use school's MIS to monitor and analyse data in terms of pupil participation in PA and SS opportunities. Develop greater local club links to signpost children to new opportunities.

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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 focussing 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	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Top Up swimming has been booked with the local leisure centre for January 2026 before it closes for refurbishment in February 2026. Aim to increase percentage achieving standards by the end of Year 6 (greater than 50%).	Year 6 children were able to complete a four-week programme of Top-Up swimming in January 2026 before the leisure centre pool closed for refurbishment. 60% of the children in this cohort achieved the swimming standards.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Top Up swimming has been booked with the local leisure centre for January 2026 before it closes for refurbishment in February 2026. Aim to increase percentage achieving standards by the end of Year 6 (greater than 50%).	Year 6 children were able to complete a four-week programme of Top-Up swimming in January 2026 before the leisure centre pool closed for refurbishment. 60% of the children in this cohort achieved the swimming standards.

3. Perform safe self-rescue in different water-based situations	Top Up swimming has been booked with the local leisure centre for January 2026 before it closes for refurbishment in February 2026. Aim to increase percentage achieving standards by the end of Year 6 (greater than 50%).	Year 6 children were able to complete a four-week programme of Top-Up swimming in January 2026 before the leisure centre pool closed for refurbishment. 60% of the children in this cohort achieved the swimming standards.
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Aim	Why?	Key area	Supporting evidence
1.Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Increase opportunities for children to be taught high quality PE lessons.	Implmentation of best practice through the SHARP principles. Opportunity for staff to attend CPD sessions provided by the Wyre Forest and Droitwich School Games Network.	External teacher professional development and learning was accessed through an external provider known to the school and Trust – RB Gym and Sport. Curriculum support in place for targeted staff from Spring 2026. This included teachers new to the school as well as HLTAs.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Increase the percentage of pupils who achieve the CMO recommendation of 60minutes of PA per day.	Embed Walk to School programme across the school (Active Travel). Daily mile to be embedded across the school. Pupil leadership to be developed via Sports Crew and Play Leader programme to then support with PA opportunities within unstructured times (break and lunch).	Active travel established through Living Streets Walk to School programme as well as Wychavon Walk and Wheel Trust. School mile is part of the daily timetable across the school. External provider (RB Gym and Sport) provided training for Year 5 Play Leaders.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Maintain the Gold status for the School Games Award to aim to apply for Platinum award upon acheieving Gold for 5 consecutive years.	Pupil leadership opportunities through Sports Crew and Play Leader training via School Games Organiser. Principal as PE lead to engage all	School Games Mark application submitted on 04.07.26.



		stakeholders to raise the profile of PA, PE and SS.	
		Complete 'Well School' accreditation and support other schools across the Trust (Principal as Well School Lead)	
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	Maintain the Gold status for the School Games Award to aim to apply for Platinum award upon achieving Gold for 5 consecutive years.	Use the school's MIS to track and monitor the pupil groups accessing PA and SS activities. Provide opportunities for pupils through local club links, including enrichment during holiday periods.	
5. Increasing participation in competitive sport	Maintain the Gold status for the School Games Award to aim to apply for Platinum award upon achieving Gold for 5 consecutive years.	Develop opportunities for pupils to access School Games through the local partnership.	

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 focussing 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)

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: *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*



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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	<i>Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.</i>	External accredited sport provider used to lead on staff professional development and learning.	Increase in staff confidence, knowledge and understanding.	Sport Educators worked with staff through a team-teach approach which included a professional development log and workbook.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Improved staff confidence in the delivery of more high-quality curriculum PE lessons	Team-teach approach to the delivery of the PE lessons working alongside the Sport Educator to develop practice.	Teacher workbooks provided by external provider.	£1,139.67