



PE and sport premium

monitoring and
tracking form
2025/2026

Commissioned by



Created by





- 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 2025/26.
- 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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- 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> – Year 6	What went well? Supporting evidence? % achieved in each section	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 meters	• Outside teachers professionally trained to teach the swimming. • All of our current Year 4 participated in the course apart from 1 this year, an improvement on the current Year 6 leavers. • 34% achieved proficiency.	• We send our cohort for 6, 30-minute session for a full term – one class each half-term. • A large proportion of the children had little to no swimming experiences at all, making it very difficult to teach them in one unit, completed through pupil voice and questioning. • Evidenced on assessment trackers and with swimming coaches.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• Outside teachers professionally trained to teach the swimming. • All of our current Year 4 participated in the course apart from 1. • 34% achieved proficiency.	• A large proportion of the children had little to no swimming experiences at all, making it very difficult to teach them in one unit. • Some children missed sessions due to absences. • Evidenced on assessment trackers and with swimming coaches.
3. Perform safe self-rescue in different water-based situations	• All children attempted this in one form or another. • 91% achieved proficiency, being fully aware about how to stay safe in water – Also covered in PSHE	• Additional swimming required. • We did book in extra sessions for those that required it but unfortunately a few extra sessions could not get non swimmers to the expected standard. • Evidenced on assessment trackers and with swimming coaches..

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	• Subject specific teaching – teachers who teach PE are confident with the curriculum • PE subscription to GET SET 4PE which has clear progression and teaching points for teachers to follow. This has been used additionally to support after school clubs. • Subject specialist staff teaching the PE curriculum, being able to teach units twice has really supported the upscale of teaching through reflecting on practice	• Current staff feel that teaching using Get Set is simple, straightforward and good if classes ever need covering as of the clear next steps in learning.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• New equipment purchased for break times including basketball hoops. We also had further goals purchased for PE sessions • Currently looking at workshop days in school for sports such as pickle ball • Ski trip and rock-climbing school trips, fantastic opportunities given to all children and subsidised to ensure everyone gets equal opportunities. • Competitive fixtures for football in KS2 and a gymnastics team for Y6 (trials) • After-school sports clubs • Sports Day – all Ks1 and KS2 involved in some capacity	Although basketball nets were fantastic for engagement originally, such daily usage has dropped.

	Increased children participating in daily activities using the current gym or organised daily football.	
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	- A variety of after school clubs available - Sports Day activities - School pledge days - World cup non-uniform days - Dart boards purchased and have been a real positive in year 5 for both Maths and getting children involved. - Announcing in assemblies and big celebrations of success.	
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	- Wide range of after school clubs provided with support from the Get Set curriculum 10 Different Sporting clubs offered After School throughout the Year – Including Boys and Girls' Football, Golf, Fitness, Gymnastics, Cross Country, Multi-Skills, Yoga & Circuit Training. 127 children took part over the Year. 69 Girls and 58 Boys. 21% PP. - A push for the use of different sports such as curling when raining / hot in the hall - Ski trip and rock-climbing school trips and Outdoor Pursuits. - Dart boards in some classes	Although fantastic days out, the cost of the ski trip and rock climbing is very expensive – potential to look at more local dry ski slopes next year to reduce costs.

	Boys and girls football team – mixed football teams	
5. Increasing participation in competitive sport	- Multiple competitive opportunities for football (boys and girls) (2 x champions with both Year 5 and 6 teams. Organised different sized teams to give additional opportunities also. - Gymnastics competitions entered with lots success - Purchasing of goals and basketball hoops to further promote competitive activities during school times	- Staff cover is an issue – limited opportunities to compete in competitions when they are during the school day - Teams were changed when possible to offer more opportunities. All games were competitive but we struggled to offer our 'social team' offering as we have in the past due to lack of interest from other schools when arranging fixtures.

Aims for the next academic year (2026/2027)



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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? % achieved in each section	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
To develop further after-school clubs that include new sports in order to 'Find a sport for everyone'.	• Extra-curricular clubs a great opportunity to offer things outside of the curriculum that we currently cannot accommodate • To increase participation in sport both in school and out of school	• Purchase new equipment to develop clubs such as darts, volley ball or look at improving our current Archery set up to get this working better with a full class	We will measure this through surveys, staff confidence and the uptake of after school club numbers.
Improve the percentages of swimmers that meet the expected standard	• Previous years percentages have been low	• Increase the amount that children swim • Try and encourage ALL children to participate in swimming lessons provided by the school • Provide information for parents about swimming while in the previous year to try and make sure that children have an improved starting point.	• Assessment results from the coaches • Surveys for parents / children to assess outside swimming lesson uptake
Offer further competitive and enrichment opportunities in school	• Good for inspiration to sports • Competitive opportunities are what get children to stay in sport for life, keeping them fun and motivating	• Enter into a variety of different competitive tournaments, including that of the use of social teams (mainly alongside football league matches). • Offer inter house games or cups in year groups • Look at offering further friendlies for different sports with schools in the local area	• House team tournament days for all children to be competitive in school • Records of those children that have managed to represent the school