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	Qualified swimming teachers and school PE lead have helped the children to progress. Many non swimmers in September could swim competently, confidently and proficiently by the end of the year. 50% of children met this objective by the end of Year 5. Data was collected at the end of the school year from swimming teachers.	Swimming allocation time is quite disruptive to the school day but is out of the schools control due to pool availability and swimming coach working hours.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	52% of children achieved this. Data was collected at the end of the year when children completed their final assessments. PE lead was present for this.	As above
3. Perform safe self-rescue in different water-based situations	52% of children achieved this. Data was collected at the end of the year when children completed their final assessments. PE lead was present for this. Children were engaged and enjoyed water safety sessions. Children were also able to verbalise strong responses to water safety questions.	As above

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. To continue to ensure pupils are well supported by skilled, knowledgeable and confident staff.	Staff CPD initially available through coaching company. All staff had 2+ slots across the year with the coach. The employment of a specialist PE teacher for 1 term had allowed staff further opportunity for CPD alongside a new scheme of learning which staff responded positively to through staff voice. PE is as important as all the other subjects and is fully supported by SLT. PE lead attended Yorkshire Sport Conference Positive responses to new PE scheme	-Staff offered CPD courses linked to staff voice but few were able to attend due to it being out of school hours and at a different location. - Wasn't possible for PE lead to do any monitoring.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A range of after school clubs were available throughout the year. Dance, Football, Dodgeball, Multiskills and basketball which were usually at full capacity. Children were well prepared for all competitions with regular competition practice and as a result finished high in most events. Cross country wildcard runners from years 4, 5 and 6 got through to the final at Temple Newsam. 5/6 Hockey competition 2nd place Sports Hall athletics at Horbury Academy 1st place	- more opportunities could be provided for SEND, girls and disadvantaged pupils.

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. 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	Club registers showed an increase in participation from SEND and PP children. All girls football club provided more opportunities for girls. Pupil surveys showed an increased confidence in enjoyment in new activities and clubs offered Disadvantaged pupils who did not previously take part in sport were observed to be taking part In basketball and gymnastic at lunch times. Extra curricular activities included: Dance, Dodgeball, Football, girls only football, multiskills, basketball, rounders	Further sports / activities need including that SEND children can access with their peers such as boccia, sit down volleyball School Enhancing and refining the different club, PE offer and break/lunchtime provision is an ongoing goal with further development planned for 25/26.
4. Increasing participation in competitive sport	Pupils were given the opportunity to take part in opportunities within our pyramid organized by ACES. The competitions involved Hockey, Cross country, Tag rugby, Indoor Athletics, Bench ball, Virtual infant competition. Pupils and parents reported positive feedback from out sports day. Confident swimmers are given opportunities to take part in relays,	More community involvement. Looking at getting the local clubs into school to lead sessions and recruit for local teams

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

Aims for the next academic year (2025/2026)

Aim	Why?	Key Area	Supporting evidence
To further implement active learning, active breaks, and to develop lunchtime play provision.	Children active for longer within the school day. Children more engaged and settled at lunch times. Less behaviour incidents. Improved focus in lessons.	Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sporting activities	
To focus on CPD based on staff voice 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. Further improve quality of teaching. Class teachers to feel more confident and equipped to teach certain areas of PE.	Key Indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	
To increase the number of girls, SEND and disadvantaged pupils taking part in physical activity	Reduce inequality in access and opportunity Improve wellbeing and mental health outcomes Build confidence and social skills Foster lifelong healthy habits Ensure every pupil feels represented, valued and able to succeed	Key Indicator 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	
To increase the range and of extracurricular clubs	Children will be more active and meet the recommended 60 minutes per day. Children will be well prepared for competitions. A wide variety of clubs – something for everyone	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 5. Increasing participation in competitive sport	
School Games Gold Award	Reflects our commitment to providing inclusive, high-quality physical activity opportunities that improve participation, wellbeing and personal development for all pupils.	Key Indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 3. Raising the Supporting evidence Key Indicator 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 Key Indicator 5. Increasing participation in competitive sport	

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

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)	To further implement active learning, active breaks, and to develop lunchtime play provision.	Develop pupil leadership, staff play leader 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 scooters, speaker, structured games. Bank of indoor active break ideas shared with staff Weekly in class activity tracker to encourage competition amongst classes and celebrate this on Friday celebration assemblies.	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. Healthy active pupils who understand the importance of regular physical activity	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. Share successes across staff team
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)				

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)	To focus on CPD based on staff voice ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Staff feedback is gathered through surveys and informal consultation to identify areas for development in subject knowledge, pedagogy and assessment. A combination of external specialist support, team teaching and in-house professional development is used to upskill staff. Monitoring through lesson observations, pupil voice	*Staff confidence increased.* *Pupil participation and positive pupil voice outcomes.* *Improved assessment and curriculum coverage.*	Staff confidence surveys Subject leader monitoring notes Informal staff feedback records
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	To increase the number of girls, SEND and disadvantaged pupils taking part in physical activity	-Participation data is analysed termly to identify underrepresented groups. - Staff actively encourage identified pupils to attend clubs and competitions, with ongoing monitoring of attendance and engagement to measure impact. -Varied Range of equipment, Youth voice activities to understand pupils wants and needs -Outdoor play provision such as scooters, speaker, structured games. - Clubs targeted towards these groups	Increased confidence and enjoyment among identified pupils Improved attendance at extracurricular provision Greater representation of girls and disadvantaged pupils in competitions Positive wellbeing outcomes	Registers for targeted clubs Photos of inclusive activities Adapted planning for SEND Funding allocation records (e.g., subsidised places) Letters inviting specific pupils
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	To increase the range and of extracurricular clubs	Extra-curricular provision to be reviewed and expanded to increase the range of clubs available to pupils. A wider variety of sports and physical activities to be offered across the academic year, including traditional team sports, individual activities and non-competitive physical activity options Registers are monitored termly to evaluate uptake and identify underrepresented groups and look at ways to engage them	Broader provision resulting in increased engagement from girls, disadvantaged and SEND pupils. Extra-curricular participation increased The number of clubs increased	Club timetable Participation data showing increased numbers Waiting lists Pupil voice surveys Photos / newsletters promoting new clubs
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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