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	The number of children able to swim 25 metres by the end of year 6 has increased to 78% this is in part due to the swimming provision provided in year 5 but also 'top up' swim sessions for children in year 6 who are still unable to swim 25 metres	There are still a large percentage of children who have never swum before they start swimming lessons in year 5. Initial lessons have had to focus on water confidence and getting children into the water rather than developing their swimming competence
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils attend Sandwell Aquatics centre and are taught a range of swimming strokes through their lessons. Some children are able to use all strokes to a high level due to taking part in swimming outside of school	Children who can swim 25 metres are largely competent in front crawl. Further development is needed of back and breast stroke although taught in lessons
3. Perform safe self-rescue in different water-based situations	All pupils are taught water safety through the swimming programme of lessons as well as how to exit the pool using upper body strength on an on-going basis	Due to children in general being less physically active, the have less upper body strength with a number of children finding it difficult to lift their own body weight out of the water

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	Implementation of the new PE scheme has up skilled staff in their delivery of PE lessons. Staff have a better understanding of what the outcome for the lesson and unit should look like through clear, thorough planning with additional diagrams and videos to support Staff CPD delivered to all staff in how to teach PE lessons working through the scheme and ensuring progression of skills Additional support for staff who have been identified as needing support in the delivery of PE lessons, team teaching, coaching, monitoring and in-depth feedback on improvements and progress made	Some staff have been highlighted as requiring further CPD in order to deliver PE lessons to a competent level. These staff have been identified through lesson observations and self evaluation questionnaires
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children are timetable to 2 hours of Physical Education each week Play leaders have been trained to lead playground games at lunchtimes to increase participation in physical activity for all groups of children Developed lunchtime provision through the training of lunchtime supervisors to increase activity for the least active groups (targeted groups of children) Extended the extra curricular provision options available to all children. A range of extra curricular clubs have been set up including boys and girls' football, badminton, netball and multi-skills clubs to increase the percentage of children taking part in extra curricular activity	Parental attitude and cultural norms of participation in physical activity are still creating barriers for some parts of the school community when taking part in sport/physical activity Lunchtime supervisors require on going training and support to actively promote children's participation in games

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	New PE scheme has introduced children to new units of work covering the teaching of new PE skills which has in turn raised the profile of PE within school Sports teams are being established in both boys and girls' football and netball with their achievements celebrated in assemblies and the school's newsletter. This in turn has increased participation levels of clubs and raised the profile of sport in school	Some staff are not yet confident in the use of PE hub and delivery of lessons. Upskilling staff and staff CPD will be a priority, so all staff are able to deliver high quality and enjoyable lessons to develop the whole child
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	New PE scheme has clear adaptations for children with additional needs and those working at a greater depth level. All children have work pitched at a level at which all can achieve and have the opportunity to improve their skill level Provision for extra curricular clubs has increased and has covered children from year 1 to year 6 across a range of sporting activities and sports Professionals from outside of school have been brought in to work alongside staff to offer dance opportunities for pupil's and on-going CPD for staff	Extra-curricular provision has been unequal in some key stages through the school. More equitable provision needs to be developed
5. Increasing participation in competitive sport	The number of competitive sporting events which children have taken part in has increased. These events have mainly been set up as friendly competitions between local schools with some participation in formal events and leagues. The boys' football team won the local league which has increased participation in football cubs	Established links for a number of sports have not been set up yet. In the academic year 25/26 we will be part of a sports partnership to extend and expand the sporting opportunities and competitions of offer for a range of sports and abilities (including SEND events) so that all abilities can participate in competitive sport

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	All year 5 children attend swimming lessons for 18 weeks of the year. The swimming lessons are blocked so children experience at least 12 of these lessons consecutively to build proficiency and confidence. Top up lessons for children in year 6 unable to swim 25 metres	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils attend Sandwell Aquatics centre and are taught a range of swimming strokes through their lessons	
3. Perform safe self-rescue in different water-based situations	All pupils are taught water safety through the swimming programme of lessons as well as how to exit the pool using upper body strength on an on-going basis	

Aim	Why?	Key Area	Supporting evidence
Increased confidence, knowledge and skills of all staff in teaching PE and sport - Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Highly competent and confident staff in the delivery of PE ensure that children receive high quality PE teaching. To ensure all children are participating in two hours a week of high-quality PE every week.	- Continued role out of PE Hub to up-level staff knowledge in the delivery of PE lessons. - High quality CPD for all staff through INSETs, team teaching, coaching, observations and high-quality feedback. -Targeted support and CPD for identified staff through coaching, observation and supportive but time sensitive feedback -CPD and networking opportunities for PE subject leader	Staff confidence surveys, pupils' attainment data, lesson observation reviews, pupil voice.
Engagement of all pupils in regular physical activity which develops a love of being physically active and healthy both in and outside of school with a focus on pupils from ethnic minority back grounds	Sandwell has one of the highest rates of child obesity in the country (as well as adult obesity). Regular physical activity both curricular and extra curricular will improve children's levels of physical activity and their long-term health. Increase in physical activity for SEND pupils through curricular and extra curricular sporting opportunities	- 2 hours of high-quality Physical Education teaching each week for all pupils - Lunchtime clubs and play leader provision to increase activity for the least active groups - Introducing PE assessment, identifying pupils' strengths and areas for development, which leads to more focused support. - Brain breaks (short periods of physical activities that give pupils a brief break from learning to increase their focus in class) incorporated within the school day - Making links with clubs outside of school and linking children up with them/making children of what is available within the community	Monitoring of timetables and lessons to ensure all children are getting the correct provision, pupil voice about the impact of lunchtime clubs, activities ran by lunchtime supervisors and play leaders, PE assessment sheets to identify the children who are working at a greater depth level within PE lessons, greater links with clubs outside of school to enhance within and out of school provision

Aim	Why?	Key Area	Supporting evidence
The profile of PE and sport will be raised across the school as a tool for whole-school improvement	PE and physical engagement impacts the life quality and choices throughout the rest of a child's life. Drop off rates for girls in PE drop dramatically from the age of 7 to 14 due to lack of confidence and enjoyment. Ensuring girls feel enabled and confident to take part in PE lessons and sport will improve their long-term health. Skills developed in PE lessons such as co-ordination, gross and fine motor skills, problem solving and teamwork can enhance learning across the curriculum using these transferable skills	- Through quality teaching, highlight the skills developed through PE (resilience, determination, problem solving, confidence and team building) which can develop the whole learner and support in other areas of the curriculum -Make links between the PE, science and PSHE curriculum on how to build a healthy lifestyle -Continue the development and roll out of the new PE scheme to ensure children continue to make age related objectives	Pupil voice questionnaires to find out which type of physical activity they enjoy most, lesson observations making links between PE and different subject areas, assessment data to ensure children of all abilities are making progress
Broader experience of a range of sports and physical activities offered to all pupils especially those with SEND	Expanding the choice of physical activities on offer will expose children to the different types of physical activity on offer. Due to the demographic make up of the local area, children are not often exposed to sports or physical activities outside of school, so school needs to expose the pupils to what is on offer. Children with SEND find it more difficult to access physical activity outside of school, so this needs to be promoted within school	- Extending the range of extra curricular clubs offered to all children and promoting them to children with additional needs - Making links with outside clubs and agencies to provide taster sessions and knowledge of what clubs are available in the local community - Additional swimming lessons for children in year 6 who can not currently swim 25 metres - 'Can do' club continued to run weekly for children with SEND	Data based on numbers attending extra-curricular clubs and those with SEND (also percentage of boys/girls and ethnic make up of the clubs)
Increased participation in competitive sport with particular focus on children from ethnic minority backgrounds and girls	Competitive sports offer significant benefits, boosting physical health (fitness, strength, weight management), mental well-being (stress relief, resilience, confidence), and social skills (teamwork, communication, making friends) by teaching discipline, goal-setting, and handling success/failure, preparing individuals for life challenges.	-Inclusion within the local sports partnership with opportunities to compete in local competitions across a range of sporting events - Girls only competitions along with maximum boy numbers to increase participation -Development of intra sport competitions within school so that children have an 'outcome' at the end of a PE unit -Curriculum designed so that all children experience and can participate in competitive games	Number of intra school competitions held alongside an increase in the number of external compeitions taken part in, all children taking part in competitive sport through a developed PE curriculum

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

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:

	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)	Increased confidence, knowledge and skills of all staff in teaching PE and sport - Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	- Continued role out of PE Hub to up-level staff knowledge in the delivery of PE lessons. - High quality CPD for all staff through INSETs, team teaching, coaching, observations and high-quality feedback. -Targeted support and CPD for identified staff through coaching, observation and supportive but time sensitive feedback -CPD and networking opportunities for PE subject leader	Staff who are confident in the delivery of the PE curriculum and know how to support children to progress. Staff who are aware of the progression of skills within certain disciplines and know how to build on skills as well as how to support children not yet working at an age-related level	Add text here
	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)	Engagement of all pupils in regular physical activity which develops a love of being physically active and healthy both in and outside of school with a focus on pupils from ethnic minority back grounds	2 hours of high-quality Physical Education teaching each week for all pupils - Lunchtime clubs and play leader provision to increase activity for the least active groups - Introducing PE assessment, identifying pupils' strengths and areas for development, which leads to more focused support. - Brain breaks (short periods of physical activities that give pupils a brief break from learning to increase their focus in class) incorporated within the school day - Making links with clubs outside of school and linking children up with them/making children of what is available within the community	Children who are able to talk about being physically active both in and outside of school. Children who take part in sports outside of school but share their achievements within school.	Add text here
	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)	The profile of PE and sport will be raised across the school as a tool for whole-school improvement	- Through quality teaching, highlight the skills developed through PE (resilience, determination, problem solving, confidence and team building) which can develop the whole learner and support in other areas of the curriculum -Make links between the PE, science and PSHE curriculum on how to build a healthy lifestyle -Continue the development and roll out of the new PE scheme to ensure children continue to make age related objectives	Children who are able to talk about being physically active both in and outside of school. Children who take part in sports outside of school but share their achievements within school. Greater links made between PE and other subjects – links made both between health and fitness but also of characteristics of being a 'good learner'	Add text here
	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)	Broader experience of a range of sports and physical activities offered to all pupils especially those with SEND	- Extending the range of extra curricular clubs offered to all children and promoting them to children with additional needs - Making links with outside clubs and agencies to provide taster sessions and knowledge of what clubs are available in the local community - Additional swimming lessons for children in year 6 who can not currently swim 25 metres - 'Can do' club continued to run weekly for children with SEND	Through a wider variety of sports and physical activities delivered through the PE curriculum more children will develop a wider range of skills matched to their level of development and ability	Add text here
	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)	Increased participation in competitive sport with particular focus on children from ethnic minority backgrounds and girls	-Inclusion within the local sports partnership with opportunities to compete in local competitions across a range of sporting events - Girls only competitions along with maximum boy numbers to increase participation -Development of intra sport competitions within school so that children have an 'outcome' at the end of a PE unit -Curriculum designed so that all children experience and can participate in competitive games	More children from all backgrounds and genders having the opportunity to take part in competitive events both on a intra school and inter school competition	Add text here
	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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