

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:

- [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)



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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>	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	Every year, every child was taught swimming in the school pool during the summer term prior to 2024. Children self reported their competence in a survey. 88% said that they could.	School swimming pool was not used. No children were taught swimming last year.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children self reported their competence in a survey. 70% said that they could.	School swimming pool was not used. No children were taught swimming last year.
3. Perform safe self-rescue in different water-based situations	Children self reported their competence in a survey. 53% said that they could.	School swimming pool was not used. No children were taught self-rescue last year. Dry side activities and teaching resources could have been utilised to increase children's self reporting confidence.

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	By employing specialist PE coaches to work alongside teachers in lessons to increase their subject knowledge. Teacher's and TA's are confident and competent to deliver high quality PE. Teachers and TA's have engaged with the CPD program on offer and are well supported by high quality planning and resources on Complete PE. Quote from Ofsted report January 2025: "Staff have secure subject knowledge and a good understanding of what their pupils know and can do. Recent training is supporting the school to adapt activities so that all pupils can access the learning." Monitoring of teaching and professional discussions: L attended Dance CPD and has implemented high quality teaching in Dance lessons. M attended Gymnastics CDP and has implemented new subject knowledge and confidence to teach gymnastics for the first time. J attended High Quality PE CPD and has reflected on how to improve every lesson to include My Personal Best resources. J attended Inclusive PE CDP and has successfully adapted teaching to include all learners more effectively.	Complete PE's full potential is not being used by all staff. Some new staff members have not been trained on how to use Complete PE effectively.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	We have used active lessons and playtimes to increase physical activity levels and learning. We cancelled our subscription to 5-a-day fitness and teachers now use a variety of free resources to implement active lessons with their classes. This has increased enjoyment and participation levels. 89% of KS1 children attended inter school Dare to Believe festivals. 100% of KS1 and KS2 children took part in intra-school competition and events. 100% of Yr5&6 children had the opportunity to represent the school in Football, Handball and Rugby inter school competitions. 56% of Yr3&4 children attended Tri Golf (a new event) and an inter school Dare to Believe Festival. 85% of KS2 children attended after school sports clubs covering a range of activities: football, hockey, archery, dance, quidditch. 20 KS2 children attended whole day activity days at Carey Camp and Buddens taking part in activities such as raft building, climbing, archery, teambuilding. KS1 children now have a dedicated area to play football safely. This has resulted in fewer injuries to other children on the playground and fewer balls lost over the fence. 100% of Year R children have chosen to use the football area during the year during playtimes.	Thursday afternoon Purbeck competitions are increasingly difficult to attend. Staff to attend the events and drive the minibus are often not available.

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?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Bronze Ambassador program has been successfully implemented this year. Quote from Ofsted report January 2025: "Older pupils value the leadership opportunities they get, such as becoming a bronze ambassador and helping others." 63% of the Year 6 cohort are Bronze Ambassadors. Quote from Ofsted report January 2025: "Across the school, pupils are increasingly confident in their learning. This is because the updated curriculum is enabling most pupils, including those with SEND, to develop a much more secure understanding of subjects."	In PE lessons teachers should include specific teaching of all 4 areas: -Physical (moving) -Cognitive (thinking/reflecting) -Affective (feelings/emotions) -Social (relationships with others)
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	We have raised the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high-quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. Pupil voice following CLP Festival of Sport revealed that their favorite activities were "Archery and Quidditch". Curriculum and extra-curricular activities have been delivered in subjects never before offered, including street dance, archery and quidditch.	Some resources and equipment (such as indoor curling) are not being used by all teachers.
5. Increasing participation in competitive sport	We have provided opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the center of the competition and the focus is on the process rather than the outcome. 89% of KS1 children attended inter school Dare to Believe festivals. 100% of KS1 and KS2 children took part in intra-school competition and events. 100% of Yr5&6 children had the opportunity to represent the school in Football, Handball and Rugby inter school competitions. 56% of Yr3&4 children attended Tri Golf (a new event) and an inter school Dare to Believe Festival. 85% of KS2 children attended after school sports clubs covering a range of activities: football, hockey, archery, dance, quidditch. 20 KS2 children attended whole day activity days at Carey Camp and Buddens taking part in activities such as raft building, climbing, archery, teambuilding.	Thursday afternoon Purbeck competitions are increasingly difficult to attend. Staff to attend the events and drive the minibus are not available.

Aims for the next academic year (2025/2026)



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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?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Staff observations and assessments noted improvements in pupil confidence.	Not all pupils could competently swim at least 25 metres unaided though they did show progress from starting points.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Pupils were able to demonstrate practicing aspects of each of these strokes and a good number of students could demonstrate the full strokes effectively.	Some pupils needed more targeted 1:1 support to address habits which were negatively impacting effectiveness of a particular stroke.
3. Perform safe self-rescue in different water-based situations	All pupils could demonstrate understanding and ability to 'float to live'.	Not all pupils could tread water effectively and would benefit from further practice.

Review of the last academic year (2024/2025)



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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	Add text here	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Quote from Ofsted report January 2025: "Staff have secure subject knowledge and a good understanding of what their pupils know and can do. Recent training is supporting the school to adapt activities so that all pupils can access the learning." Monitoring of teaching and professional discussions: L attended Dance CPD and has implemented high quality teaching in Dance lessons. M attended Gymnastics CDP and has implemented new subject knowledge and confidence to teach gymnastics for the first time. J attended High Quality PE CPD and has reflected on how to improve every lesson to include My Personal Best resources. J attended Inclusive PE CDP and has successfully adapted teaching to include all learners more effectively.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Add text here	2. Increasing engagement of all pupils in regular physical activity and sporting activities	89% of KS1 children attended inter school Dare to Believe festivals. 100% of KS1 and KS2 children took part in intra-school competition and events. 100% of Yr5&6 children had the opportunity to represent the school in Football, Handball and Rugby inter school competitions. 56% of Yr3&4 children attended Tri Golf (a new event) and an inter school Dare to Believe Festival. 85% of KS2 children attended after school sports clubs covering a range of activities: football, hockey, archery, dance, quidditch. 20 KS2 children attended whole day activity days at Carey Camp and Buddens taking part in activities such as raft building, climbing, archery, teambuilding. KS1 children now have a dedicated area to play football safely. This has resulted in fewer injuries to other children on the playground and fewer balls lost over the fence. 100% of Year R children have chosen to use the football area during the year during playtimes.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Add text here	3. Raising the profile of PE and sport across the school, to support whole school improvement	Quote from Ofsted report January 2025: "Older pupils value the leadership opportunities they get, such as becoming a bronze ambassador and helping others." 63% of the Year 6 cohort are Bronze Ambassadors. Quote from Ofsted report January 2025: "Across the school, pupils are increasingly confident in their learning. This is because the updated curriculum is enabling most pupils, including those with SEND, to develop a much more secure understanding of subjects."
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	Add text here	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	Pupil voice following CLP Festival of Sport revealed that their favorite activities were "Archery and Quidditch". Curriculum and extra-curricular activities have been delivered in subjects never before offered, including street dance, archery and quidditch.
5. Increasing participation in competitive sport	Add text here	5. Increasing participation in competitive sport	89% of KS1 children attended inter school Dare to Believe festivals. 100% of KS1 and KS2 children took part in intra-school competition and events. 100% of Yr5&6 children had the opportunity to represent the school in Football, Handball and Rugby inter school competitions. 56% of Yr3&4 children attended Tri Golf (a new event) and an inter school Dare to Believe Festival. 85% of KS2 children attended after school sports clubs covering a range of activities: football, hockey, archery, dance, quidditch. 20 KS2 children attended whole day activity days at Carey Camp and Buddens taking part in activities such as raft building, climbing, archery, teambuilding.