





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 (2025/2026)

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	16 out of 22 pupils achieved this outcome (73%) as assessed by BETTER School Swimming coaches. From starting points, this outcome shows solid progress as only 7 pupils (32%) could achieve this when their lesson began.	6 out of 22 pupils did not achieve this outcome (37%) 4 of these pupils were non-swimmers ahead of commencing swimming lessons in school. These pupils accessed swimming every week to make as much progress as possible; a total of 35 lessons from September to July.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	15 out of 22 pupils achieved this outcome (68%) as assessed by BETTER School Swimming coaches. From starting points, this outcome shows solid progress as only 7 pupils (32%) could achieve this when their lesson began.	7 out of 22 pupils did not achieve this outcome (32%) 4 of these pupils were non-swimmers ahead of commencing swimming lessons in school. These pupils accessed swimming every week to make as much progress as possible; a total of 35 lessons from September to July.
3. Perform safe self-rescue in different water-based situations	16 out of 22 pupils achieved this outcome (73%) as assessed by BETTER School Swimming coaches. From starting points, this outcome shows solid progress as only 7 pupils (32%) could achieve this when their lesson began.	6 out of 22 pupils did not achieve this outcome (37%) 4 of these pupils were non-swimmers ahead of commencing swimming lessons in school. These pupils accessed swimming every week to make as much progress as possible; a total of 35 lessons from September to July.

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	Increased staffing capacity through tailored CPD throughout Autumn and Spring terms. Apprentice L3 TA now has the skills and growing knowledge to plan, deliver and begin to assess pupils in PE.	Due to staffing demands, there is not yet the widespread high quality of PE delivery from all teachers as they have limited time to deliver PE to their class.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils accessed 120 minutes of PE every week evidenced through clear and consistent timetabling and discipline to maintain lessons every week regardless of other timetable demands. Breaktimes are always active meaning that the vast majority of pupils achieve up to 60 minutes physical activity throughout the day.	Pupils could benefit from further opportunities to develop skills in PE lessons that take place outdoors. At present most lessons take place inside the school hall. Although this area provides ample space for most classes, due to their relatively small size of between14-16 pupils, larger classes (22 pupils) and older students require more space to fully enrich some lessons and remain fully active throughout the entire lesson.

3. Raising the profile of PE and sport across the school, to support whole school improvement	PE and sporting literacy sit at the very top of school priorities to mobilise whole school improvement. Our commitment to this has been recognised through the Gold standard awarding of the School Games Mark. PE lessons double down on behaviour expectations, respectful attitudes and enjoyment that is fundamental to our school culture. Behaviour and attitudes in lessons are outstanding. Observations by the Senior Leadership Team confirm this across all ages ranges and pupil voice outcomes always show that children are motivated, enthused and enjoy PE. Playground Leaders (10 Year 5 pupils) carry the culture of PE and sport to younger children in key stage 1 through daily lunchtime clubs.	Opportunities for pupils to take on more leadership opportunities are needed in some areas of lower key stage 2. Lessons should develop a wider range of pupils' skills with organising resources, tactics and officiating.
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	Pupils can access sports clubs 3 times per week all year (karate, dance and team games). This offer is consistent each week and increases throughout the year with extra clubs such as hockey, wellbeing/yoga, football and boccia. Clubs have no gender constraints and provide equity for girls and boys to participate. The participation of disadvantaged pupils (those who are entitled to Pupil Premium) is tracked and some pupils are targeted to attend with discounted rates and some scholarship opportunities in partnership with our karate provider.	The smaller pool of staff within our small school has meant that the variety of clubs on offer has been limited. Ideally, our pupils respond most effectively to adults they know and have pre-existing relationships with so a staff sufficiency survey to secure more club leaders will take place in the autumn term 2026. The blend of school-provided clubs and external providers needs to come into balance. Our external providers deliver high quality clubs which are often at capacity but our staff are unable to apply their knowledge of the pupils' skills to the activities in the clubs to make further progress and increase a feeling of fulfilment in the pupils. Pupil voice will be gathered in September 2026 to explore the appetite for the types of clubs the pupils want. Clubs will have stronger alignment with School Sports

		Partnership calendar of events to provide natural pathways into school representation at local events and competitions.
5. Increasing participation in competitive sport	PE is planned with progression towards intra-school competitions in mind. Pupils experience appropriate levels of competition in every lesson be this personal best challenges or small sided team games. Intra-school competition prepares pupils effectively for inter-school competitions within the secondary school cluster and Gateshead partnership events.	Further strengthen competitive pathways into sporting opportunities with clubs and organisations beyond school.

Aims for the next academic year (2026/2027)

- 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*

Aims for the next academic year (2026/2027)

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Following weekly swimming lessons in Year 5, 16 out of 22 pupils achieved this outcome (73%) as assessed by BETTER School Swimming coaches. Remaining 6 pupils to access top up lessons with Year 5 cohort in Autumn Term 2026 to provide further coaching and opportunities to reach outcome.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Following weekly swimming lessons in Year 5, 16 out of 22 pupils achieved this outcome (73%) as assessed by BETTER School Swimming coaches. Remaining 6 pupils to access top up lessons with Year 5 cohort in Autumn Term 2026 to provide further coaching and opportunities to reach outcome.	
3. Perform safe self-rescue in different water-based situations	Following weekly swimming lessons in Year 5, 16 out of 22 pupils achieved this outcome (73%) as assessed by BETTER School Swimming coaches. Remaining 6 pupils to access top up lessons with Year 5 cohort in Autumn Term 2026 to provide further coaching and opportunities to reach outcome.	

Aims for the next academic year (2026/2027)

Aim	Why?	Key area	Supporting evidence
Provide opportunties for pupils not at swimming stardard to reach KS2 outcomes	Contextual safeguarding: pupils can manage themselves and be risk-aware around water and local coastal areas. Necessary life skill Opens more opportunities for a greater number of sporting activities	Swimming End of Key stage 2 swimming outcomes: 1. Swim 25 metres, 2. Range of strokes and 3. Safe self-rescue.	BETTER School Swimming coach assessment Obsrvation of increasing progress in all 3 outcomes.
Increase staff capacity to delver high quality PE.	Timetable constraints does not lend itself to allow teahcers to teach PE regularly.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Timetable of whole school events where PE can be delivered by staff other than HLTA. Observations CPD requests from staff to upskill personal areas for development
Maintain 120 minutes PE allocation every week and provide opportunities for all pupils to be active for 60 minutes per day.	Access for all pupils to a high quality PE curriculum General health and wellbeing Positive childhood habits developing into automatic adult habits	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Tiemtables Observations Pupil voice
Continue to prioritise PE and sport as part of the culture of school and attain Gold School Games Award.	Inter-connected school vision and values across all areas.	3. Raising the profile of PE and sport across the school, to support whole school improvement	Observations Pupil voice Staff attitudes and behaviour towards sport Whole-school events and initiates connected to health, exercise and wellbeing
School club menu is broad and balanced and meets the needs and ambition of all pupils.	Strong personal development outcomes Enriching extra-curricular provision Staff upskilling	**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	Pupils and staff voice surveys and analysis Club menu calendar Club attendance tracking of all pupil context groups.
Strong attendance at cluster and local authority events	Increase opportunities beyond the school provision offer	5. Increasing participation in competitive sport	Attendace tracker Participation records Pupil photographs and celebrations in assemblies and on school communication apps (Class Dojo) and website

Plan, monitor and evaluate (2026/2027)

- 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 (2026/2027)

Your Objective:

Provide opportunities for pupils not at swimming stardard to reach KS2 outcomes.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Highest proportion of pupils leaving school reach key stage 2 swimming outcomes: 1. Swim competently, confidently, and proficiently over a distance of 25 metres unaided., 2. Use a range of strokes effectively, such as front crawl, backstroke, and breaststroke. 3. Demonstrate safe self-rescue techniques in different water-based scenarios	Weekly swimming lessons Collaboration with school swimming coaches (BETTER School Swimming) Signposting to swimming classes/opportunities	High proportion of pupils who can swim confidently and safely.	Swimming assessments: move to termly Swimming intervention groups delivered by swimming coaches Final assessment outcomes by July 2027
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				£3674

Your Objective:

Prioritise PE and sport as part of the culture of school.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	School vision and values are woven into PE lessons	Integration of values into planning and delivery of lessons: Respect, Kindness, Hard work and Ambition	Positive behaviour for learning Mutual respect Role model behaviour from staff and pupils	Observations Pupil voice Behaviour and attitudes leanring walks Gold School Games Award
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				Senior Leadership Time to monitor: some backfilling of classes to release staff £1000

Your Objective:

School club menu is broad and balanced and meets the needs and ambition of all pupils.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Broad and more equal experience of a range of sports and physical activities all pupils	Pupils and staff voice surveys and analysis Club menu calendar Club attendance tracking of all pupil context groups. Targeted provision for disadvantaged pupils Targeted provision for vulnerable pupils.	School clubs at capacity A range of sporting opportunities accessed by a range of pupils Personal development: character education	Pupils and staff voice surveys and analysis Club menu calendar Termly club attendance tracking analysis of all pupil context groups and adjustments made to provision moving into following term to address imbalances
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate				£2000