

PE and sport premium monitoring and tracking form *2025/2026*

Commissioned by



Department
for Education

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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	62% of pupils met the expected 25m swimming standard by the end of Year 6. Pupils showed increased confidence, stamina and independence in the water throughout the programme. Targeted Year 6 top-up swimming sessions, particularly for PPG pupils, provided additional support and improved confidence and participation for pupils requiring further intervention.	38% of pupils did not yet meet the expected standard, often due to low confidence, inconsistent attendance or limited prior swimming experience. Higher SEND needs within some cohorts also created barriers to progress, highlighting the need for earlier intervention and planned pre-teach swimming sessions in Year 3 to support confidence and access to lessons.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	58% of pupils were able to use a range of strokes effectively by the end of the programme. Pupils improved their technique, breathing and coordination across a variety of strokes. Additional support for PPG pupils through top-up swimming sessions helped pupils build confidence and refine key skills.	42% of pupils were not yet secure in using a range of strokes confidently and effectively. Breaststroke and breathing techniques remained challenging for some pupils, particularly those with SEND or limited swimming experience outside school. Limited pool time reduced opportunities for repetition and mastery of skills.
3. Perform safe self-rescue in different water-based situations	62% of pupils demonstrated safe self-rescue skills and a good understanding of water safety. Pupils developed confidence in floating, treading water and discussing how to stay safe in different water-based situations. Targeted intervention groups supported vulnerable and disadvantaged pupils in developing greater confidence in the water.	38% of pupils were not yet fully confident performing self-rescue techniques independently. Anxiety around water and SEND needs impacted participation and confidence for some pupils. This has identified a need for earlier support and pre-teach swimming sessions for Year 3 pupils to improve readiness and confidence before whole-class lessons begin.

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	- Staff confidence and subject knowledge improved through the CPD that LW (PE lead) had attended and feedback. - National College - Networking with other PE leads in our area. - CPD and PE subject leader release time. - Staff became more confident delivering skills-based PE lessons, while swimming CPD improved assessment accuracy and curriculum knowledge. - Leadership capacity improved through monitoring, lesson observations and curriculum development led by the PE subject leader.	- As the PE lead was new to role, additional time and support were needed to embed systems and develop staff confidence further. - Swimming assessment and progression were also impacted by limited pool access and reduced lesson time for some pupils. This needs refining and adjusting for 2025-26. - Scheme doesn't seem to fit what our school wants with regards to curriculum PE, and as PE lead, we want school to follow a skills-based approach moving forwards.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Playground zoning, active playtimes and new equipment increased participation in physical activity and supported the school's 60 active minutes aim. - Monitoring ensured SEND and PPG pupils accessed clubs and activities, while improved provision positively impacted wellbeing, behaviour and social skills. - Clubs and competitions attendance. - Achieved GOLD in the School Games Mark Awards. - Use of Teach Active in Maths and English.	- Some SEND pupils still required additional support to engage consistently during active times. Due to staffing, this can sometimes be difficult and the same staff are required to stay and support. - Maintaining playground zoning and active provision also required significant staffing, organisation and ongoing funding to sustain effectively. - Participating in all wider sporting opportunities outside of our local area to inspire our children (looking at this for 2025-26).

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	- PE maintained a high profile across school through celebration workshops, Teach Active lessons and whole-school sporting events. - Cross-curricular links increased engagement and helped make learning more active and enjoyable for pupils. - Attending almost every event with our SGO and becoming more of a competitive team (winning more events).	- Some initiatives were still developing and required further embedding to maximise long-term impact. - Parent engagement and participation levels varied across some events and activities as we were new to our club sign up system. LW needed to work closely with the main office staff to build on this for next year.
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	- A wider range of clubs and sporting opportunities were offered than ever before, with strong pupil participation and enthusiasm. - Inclusive activities such as yoga and diverse sports clubs supported pupils' physical and mental wellbeing. - Mixed clubs. - SEND clubs ran by school SENCO. - Inviting children who haven't participated (using our in-house club tracker) to target children, especially PPG).	- The increased number of clubs and activities created pressures around staffing, resources and sustainability. - Some pupils with higher SEND needs still required additional support to fully access all opportunities.
5. Increasing participation in competitive sport	- Competitive sport was a major strength, with the school achieving the GOLD School Games Mark and recording its highest participation numbers to date. - More SEND and PPG pupils represented the school at competitions and events than ever before. - Children were approaching LW and asking to attend events, rather than waiting to be asked. - Children seem more active and more responsive to competitive environments increasing resilience.	- Ensuring all pupils had equal opportunities to attend competitions remained challenging due to staffing, transport and timetable constraints. - Some pupils also required additional support to build confidence in competitive environments.

Plan, monitor and evaluate (2025/2026)



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- 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)



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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: **Key Indicator 1**



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	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)	<u>Key Indicator 1</u> To further improve staff confidence, subject knowledge and consistency in PE delivery across school through high-quality CPD, curriculum development and leadership support.	LW to begin creating a bespoke PE curriculum and scheme of work ready for rollout in 2026-27. Staff to receive ongoing CPD through staff meetings, twilights, external coaching providers and team teaching opportunities. MI to attend the Level 5 PE specialism course to improve confidence and delivery of PE. Staff to observe and learn from specialist coaches such as Lancashire Cricket and yoga providers. LW to carry out lesson observations, support staff through team teaching and provide subject guidance. Continued investment in subject leader release time to monitor and develop PE across school.	Staff will feel more confident and skilled in delivering high-quality PE lessons with clear progression of knowledge and skills. PE lessons will become more consistent, engaging and inclusive across school. Staff confidence in adapting PE for SEND and PPG pupils will improve, leading to increased pupil participation and progress. A bespoke curriculum will provide a clear and sustainable long-term vision for PE at St James'.	Lesson observations, staff voice questionnaires, PE monitoring, pupil voice, planning scrutiny, CPD attendance records and increased staff confidence during PE delivery.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff are increasingly confident delivering PE and are more willing to try new activities and teaching approaches. External coaches and CPD opportunities have positively impacted teaching quality, while team teaching and monitoring have improved consistency across year groups. Staff value the support and guidance provided through PE leadership release time.	The bespoke PE curriculum will create long-term consistency and progression across school. Ongoing CPD, shared planning and team teaching will continue to build staff confidence and expertise. Staff observing specialist coaches will improve in-house knowledge and reduce reliance on external providers over time.	Positive staff feedback, improved lesson quality, monitoring evidence, increased engagement in PE lessons and staff participation in CPD opportunities. Discussed in Staff Meeting between teaching staff 13.05.26 ready for September 2026.	PE lead release time – £600 CPD and training – £1500+ External coaches – £1000+ PE scheme development – staff release time £300 Approx. £3400

Your objective: **Key Indicator 2**



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	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 physical activity levels and engagement for all pupils, particularly SEND and PPG pupils, through improved provision, active playtimes and inclusive opportunities.	More pupils will engage in regular physical activity throughout the school day and develop positive attitudes towards exercise. SEND and PPG pupils will access activities more confidently through targeted support and adapted provision. Behaviour, wellbeing and engagement during playtimes will improve.	More pupils will engage in regular physical activity throughout the school day and develop positive attitudes towards exercise. SEND and PPG pupils will access activities more confidently through targeted support and adapted provision. Behaviour, wellbeing and engagement during playtimes will improve.	Pupil voice, parent questionnaires, behaviour records, active playtime observations, club attendance data and swimming participation records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Playground zoning and active playtimes continue to increase participation and engagement during lunchtimes. Teach Active has supported active learning across the curriculum. Pupils are increasingly requesting more active opportunities and inclusive activities through pupil voice feedback.	Investment in equipment and gymnastics resources will support long-term use across school. Playground systems and Teach Active are now embedded into school routines. Pre-teach swimming will support earlier intervention for SEND and PPG pupils moving forward.	Increased participation during playtimes, positive pupil feedback, reduced behaviour incidents and improved engagement from targeted pupils.	Playground equipment – £2500+ Gymnastics mats – £2000+ Teach Active – £600 Swimming provision – £1000+ Approx. £6100

Your objective: **Key Indicator 3**



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	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 continue raising the profile of PE, sport and physical activity across school and the wider community as a key part of whole-school development and wellbeing.	Celebrate sporting achievements regularly in workshops, newsletters and social media. Continue pupil and parent questionnaires to shape provision. Revamp Sports Day to make it more engaging, inclusive and suitable for a school without a field through investment in new equipment and activities. Provide wider opportunities such as attending Wembley to inspire pupils and broaden experiences.	Pupils and families will value PE and sport as an important part of school life. Participation and enthusiasm for sporting events will continue to increase. Pupils will develop aspiration, teamwork and pride through wider sporting experiences.	Pupil voice, parent feedback, Sports Day participation, social media engagement and attendance at sporting events.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	PE continues to have a strong profile across school, with high levels of enthusiasm for clubs, competitions and sporting events. Wider opportunities such as Wembley visits have inspired pupils and increased excitement around sport. Parent engagement in sporting events has remained positive.	Improved Sports Day resources and systems will support future events long term. Continued celebration and promotion of PE will maintain its high profile across school. Pupil and parent feedback will continue shaping provision year on year.	High participation rates, positive pupil/parent feedback and increased visibility of PE across school.	Sports Day equipment – £2000+ Wider opportunities/trips – approx. £1000 Resources – £500+ Approx. £3500

Your objective: **Key Indicator 4**



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	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 provide a wider range of inclusive sports, clubs and enrichment opportunities for all pupils across all year groups.	Respond to pupil voice feedback requesting more clubs by offering a wider variety of extra-curricular opportunities with an equal spread across year groups. Continue yoga provision for Year 6 SATs wellbeing support. Work with external providers to introduce different sports and experiences. Ensure SEND and PPG pupils are targeted and encouraged to attend clubs and activities.	More pupils will access extra-curricular sport and discover activities they enjoy. Pupils will develop confidence, resilience and teamwork through a broader range of experiences. SEND and PPG participation levels will continue to improve.	Club registers, pupil voice, SEND/PPG participation tracking and feedback from pupils and parents.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Club participation remains high and pupils value having more choice and variety. Yoga and wellbeing activities have supported pupils emotionally, particularly Year 6 pupils during SATs preparation. External providers have helped broaden pupils' experiences and engagement.	A wider club structure and strong pupil engagement will continue to support participation moving forward. Monitoring participation data ensures opportunities remain inclusive and accessible for all pupils.	Increased club uptake, positive pupil voice and strong attendance from targeted groups.	Club resources – £1000+ Yoga provision – £700+ External providers – £1000+ Approx. £2700

Your objective: **Key Indicator 5**



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	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 continue increasing participation in competitive sport and ensure more pupils, including SEND and PPG pupils, represent St James' in competitions and festivals.	Continue entering a wide range of inclusive competitions, festivals and sporting events. Use participation tracking to ensure opportunities are spread fairly across year groups and vulnerable groups. Invest time into organising clubs and competitions and continue developing strong links with local sports partnerships.	More pupils will represent school in competitive sport, develop confidence and teamwork skills and experience success through participation. SEND and PPG pupils will have increased access to sporting opportunities and representation.	Competition registers, participation tracking, School Games data, pupil voice and sporting achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in competitions continues to increase, with more pupils than ever representing school. SEND and PPG pupils are attending a wider range of events and pupils demonstrate pride and enthusiasm when competing for St James'.	Strong links with local partnerships and continued monitoring of participation will help maintain high engagement. Inclusive competition opportunities and careful planning will continue to widen participation.	Competition attendance data, School Games records, medals/trophies and positive pupil feedback.	Competition transport/resources – £200+ Staff cover/release – variable (approx. £600) Sports kit - £2000 Approx. £2800