

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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

<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	Y4-Y6 pupils attended swimming. All children that attended swimming made progress and as a school more children by the end of KS2 achieved national curriculum expectations.	Extra cost due to closure of the local community pool, additional cost to pay for transport to a local high school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All types of strokes were taught for pupils of a range of abilities	
3. Perform safe self-rescue in different water-based situations	Taught as part of swimming lessons for Y4-6 pupils.	

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	Support from Streetly Academy in supporting teachers with PE lessons and lunchtime supervisors with lunchtime activities. PE lessons taught weekly (most year groups 2 lessons per week) PE coach supports teachers if needed. PE leader leads subject effectively evaluating impact of PE curriculum.	Play leaders not developed as in previous years. Staffing at lunchtime has meant more limited impact for children. Ensure Y6 have catch-up lessons after SAT's to make up for lost lessons in Spring term.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Positive participation in sporting activities outside of school, organised by school continued. Abbey Amble introduced weekly for all children to walk a mile	Less competitive sports tournaments attended from previous years

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	Sports week on the calendar for 2025-26 academic 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	Wide range of clubs on offer, including support from Streetly Academy in running boxing club. Sports coach available to run a wide range of sports clubs on a weekly basis.	
5. Increasing participation in competitive sport	Attended football tournament with Y5/6 in Autumn term 2025	Less opportunity to take part in competitive sporting events due to transport costs and staffing availability.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Increasing engagement of all pupils in regular physical activity and sporting activities
 - Raising the profile of PE and sport across the school, to support whole school improvement

<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	Y4, Y5 and Y6 had swimming lessons for approximately one term each, progress made for 95% of children who attended swimming lessons.	Reduced sessions for Y4 and Y5 due to swimming pool being unavailable for a number of weeks.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All swimming strokes taught to all children, relevant to ability and age	Add text here
3. Perform safe self-rescue in different water-based situations	Taught to relevant groups dependant on age and ability	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training 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.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
Sports coach to develop Y5/6 mixed football team to play competitively against other schools. Inter-school and intra-school competition/ participation is an opportunity for all pupils across a range of sports. Class teachers/PE subject leader to work with Streetly Academy to attend tournaments in Walsall. House tournaments to be arranged so that children experience a broader range of competitions that they can be involved in.	To provide pupils with regular opportunities to represent the school, develop teamwork, resilience and sporting skills through competitive football. To increase participation in competitive sport, ensure all pupils have access to a variety of sporting experiences, and develop staff confidence in supporting and leading competitions. To encourage participation, foster a sense of belonging and healthy competition, and provide inclusive opportunities for all pupils to compete in different sports	Increased participation in competitive sport	Increased percentage of pupils participating in competitive sport. More pupils represented the school than in previous years. Greater inclusion of girls, SEND pupils and less active children in competitive opportunities. Pupils demonstrated improved resilience, teamwork, communication and leadership. School strengthened links with local schools and community sports providers. Staff confidence in organising competitions and school teams increased, ensuring sustainable provision. Competitive opportunities became embedded within the PE curriculum and extra-curricular offer, supporting the School Games vision of providing meaningful competition for every child.
Improve pupils physical and emotional health and well-being and link to whole School improvements Develop Lunchtime provision to ensure children are active and engaged in purposeful play	To improve pupils' physical and emotional health and well-being by increasing opportunities for regular physical activity throughout the school day. High-quality lunchtime provision encourages active, inclusive and purposeful play, helping pupils to develop positive relationships, resilience, confidence and social skills. This also supports whole-school priorities by improving behaviour, reducing low-level incidents at lunchtime, increasing engagement in learning during the afternoon, and promoting positive attitudes towards healthy, active lifestyles	The profile of PE being raised across the school as a tool for whole school improvement	Pupil surveys Staff confidence surveys Behaviour observations