

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:

- [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)



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 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	We had many children that became more water confident and able to access some swimming techniques with consistency.	Many of our children were unable to swim 25m by the end of Year 6 due to their needs and starting point. However, many made great progress.
2. Perform safe self-rescue in different water-based situations	All children took part in these skill based lessons.	Many struggled with aspects, but we adapted and ensured they were able to be safe in and out of water.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.	We introduced many different access to sports both on and off site. We have also supported teachers to deliver a range of activities	The access and ability to attend many different activities off site.
2. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities	In house support given to members of staff saw more classes accessing different sports.	Off site and additional CPD did not get the uptake hoped.
3. Increase participation in competitive sports	We attended more offsite events then any year prior and took a wider range of pupils	Due to unforeseen circumstances we had to miss some events on the day of.

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:
 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	Children participated to the best of their ability in sessions tailored to the needs and capabilities of children at Aspire School	Swimming lessons were often cancelled due to staffing impacts in different schools
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Children were able to complete strokes that were suitable for their needs	Coaches from outside of the school are unaware of the children's individual difficulties and physical capabilities. Swimming courses to be taken by school staff who will be better suited to adapt sessions for the children's needs
3. Perform safe self-rescue in different water-based situations	Children's awareness of safety around water was increased and children performed well within their cognitive and physical capabilities	Sessions around safety and self rescue should be tailored to the capabilities of the children.

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



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:



association for
PHYSICAL EDUCATION



	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)	Improve the quality of PE lessons for children across all pathways and key stages.	Lessons and guidance will be improved by the addition of a comprehensive PE scheme (GetSet4PE) PE Leads to provide example lessons and support staff teaching PE lessons. Review equipment to ensure lessons are resourced appropriately Staff meeting attended by all staff to introduce new planning and discuss possible suggestions for pathway 1	Improved engagement in PE lessons Lessons with clear progression and objectives	Get Set for PE introduced in staff meeting Lessons supported by PE lead
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff have reported increased confidence in PE teaching PE lessons PE lessons are now progressive across the school PE lessons are focused with clear learning objectives Pathway 1 PE lessons still need some attention. The children have a core offer but objectives and progression are not clear	Get set 4 PE will be continued until no longer appropriate for the children within our provision Teaching staff will have access to continues support from PE leads	Teaching staff are delivering more PE lessons Lessons have a clear objective and focus	Get set 4 PE - £585 PE Equipment – £3500.

Your objective:



association for
PHYSICAL EDUCATION



	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)	Children to be increasingly active during lunch and playtimes	Implementation of the OPAL program Twilight training for all staff on program	An increasing number of children participating with opportunities of active play during lunchtime and plat time	Twilight Opal training Equipment sourced and used during playtime and lunch time
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children look forward to lunch time and playtime and are increasingly engaged in active playtimes	After the initial training staff members are committed to providing exciting and engaging playtimes	Children ask what is being out our for lunch time play and are transitioning successfully to the main playground	Opal Programe - £1850

Your objective:



association for
PHYSICAL EDUCATION



	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)	Opportunities for children to access sports and activities which may ordinarily be difficult for them to access due to the barriers they face	Using the Sports program for SEN children from the local authority children to access experiences in a competitive and noncompetitive environment . Children to access specific sports coaches within school (judo and cricket) Children to access specific sports facilities that may not ordinarily be safe for them to attend (meapa) (swimming pth1)	Children will find a sport that they love and may look for opportunities within the local community to engage in sport	Every child has accessed a meapa session For those it is appropriate for have accessed judo and cricket coaching sessions
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children have thoroughly enjoyed sessions where they experience new sports Some children in school are now accessing this sport through opportunities within the local community	Children will continue to have meapa sessions throughout the academic year. Swimming sessions will continue to be offered to pathway 1 children and be taught by a swimming coach from Aspire School	Teachers – children and parents have commented on how much they have enjoyed these sessions. Some parents are seeking opportunities for their children to access this sport within the community on a regular basis	Meapa -£3200 Swimming - £720 Cricket – free Cricket England sessions Judo – free community sessions

Your objective:



association for
PHYSICAL EDUCATION



	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)	Add text here	Add text here	Add text here	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:



association for
PHYSICAL EDUCATION



	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)	Add text here	Add text here	Add text here	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

This page has been left blank for any notes or supporting information.