

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

Commissioned by



Department
for Education

Created by



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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	N/A – Infant School	N/A – Infant School
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A – Infant School	N/A – Infant School
3. Perform safe self-rescue in different water-based situations	N/A – Infant School	N/A – Infant School

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 worked alongside key partners to support delivery and expertise. Where key partners were experts in their field i.e. a dance teacher delivering dance CPD and a Tennis club supporting delivery Tennis coaching, the impact was much stronger with staff confidence in these areas increasing. Lesson observations indicate that pupil levels active participation within lessons has increased. Pupil outcomes in EYFS (GMS) rose 11%, year on year with 94% of pupils meeting the Early Learning Goal. Nationally this was 92%. All disadvantaged pupils achieved the Early Learning Goal.	Staff do not yet feel confident in the use of the STEP framework to enhance accessibility and engagement for all. Assessment, particularly in KS1, was not as robust as it could be to enable equity of outcomes across all classes.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Our weekly coached active lunch sessions developed the confidence of our play leaders, enabling them to further promote active lunchtimes. Forest school After-School club was fully booked for every session. 100% of EYFS children took part in an hour of Forest School Club each week for 1.5 terms. All pupils took part in fortnightly Yoga sessions. Our sporting stars recognition board continued to provide a platform in which participation in sport outside school is valued and celebrated.	Not all pupils are active for 60minutes a day 7 days a week. Seek to engage families in physical fitness events - these were not as well attended as hoped. Higher proportions of pupils could access extra-curricular clubs at school.

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	Yoga has helped our children learn the value of calm and enjoyment of peace. Pupils report 'yoga helps my mind feel still', 'yoga helps me to relax and feel calm'. Class teachers and leaders attribute improved attitudes to learning to this. The ScrapShed provision continues to promote collaboration through playful lunchtimes. This has a positive impact on pupil wellbeing and readiness to learn in the afternoons.	Reception and Launchpad access to the outdoors throughout the winter months is not as consistent as it should be to promote physical activity due to the outdoor surface (grass) being waterlogged.
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	Our curriculum offers a wide range of activities. Introduction of aspects such as the intra-school dance festival and sponsored run events have raised pupil enthusiasm for physical activity and engagement. Extra-Curricular activities: Multi-sports, Dodgeball, Cheerleading, Forest School. Y2 trip to Wimbledon inspired many children and helped to develop their understanding of sport, including disability sport on the world stage.	Pupils reported greater enjoyment of extra-curricular activities which were delivered by subject specialists. Disadvantaged pupils were less likely to engage in after-school provision but more likely to attend lunchtime opportunities.
5. Increasing participation in competitive sport	<i>Engagement in intra-school competitions.</i> - Dance competition - Dodgeball Comp - Tennis Comp - Sports Day <i>Pupils in all year groups also took part in the Wakefield Inter-school multi-skills competition.</i> <i>Pupils across KS1 took part in a pyramid athletics competition</i>	Continue to develop opportunities for inter-school events.

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	N/A – Infant School	N/A – Infant School
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A – Infant School	N/A – Infant School
3. Perform safe self-rescue in different water-based situations	N/A – Infant School	N/A – Infant School

Aims for the next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Focus on teacher development through the use of the STEP framework and specialist CPD, ensuring all teachers are confident and enjoy teaching High Quality Physical Education.	To ensure all children are participating in two hours a week of high-quality PE every week.	Key indicator 1: 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.
Increase physical activity amongst EYFS and launchpad pupils by making outdoor areas for Reception and Launchpad accessible in all weathers.	To enable the development of active outdoor education each day.	Key indicator 2: Increase engagement of all pupils in regular physical activity and sporting activities	Lesson observations, staff feedback, subject lead monitoring.
Increase daily physical activity amongst pupils across KS1.	To ensure all pupils are physically active for 60minutes 7 days per week.	Key indicator 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 feedback, subject lead monitoring, sporting achievement boards, parent surveys.
Continue to provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	To ensure all pupils can access competition in school and outside of school, to encourage all pupils to participate and enjoy these valuable experiences.	Key indicator 5: Increasing participation in competitive sport	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Inter-school competitions with AMAT and across the pyramid.

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*

Your objective:



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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)	Focus on teacher development through the use of the STEP framework and specialist CPD, ensuring all teachers are confident and enjoy teaching High Quality Physical Education.	Continued engagement with expert coaches for Forest School and Tennis. CPD from dance specialists to support staff knowledge and confidence. Staff training in the use of the STEP framework to raise active engagement and accessibility for all pupils.	Increased staff confidence. Lesson observations will show pupils of all abilities being supported and challenged appropriately.	Staff confidence surveys, pupils attainment data, lesson observation reviews, pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Engagement in PE continues to raise as teachers plan with the needs of pupils in mind. Staff are increasingly mindful of the four STEP elements when they plan for engagement and accessibility of all children. This alongside enhanced modelling is securing strong pupil support.	Staff have developed these skills. Monitoring and coaching will ensure ongoing development and improvements.	Lesson observations. Pupil voice.	CPD and coaching costs: £6675 Updating resources: £3500 Total £10175

Your objective:



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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 raise the amount of physical activity each EYFS and Launchpad child takes part in every day. Providing them with opportunities to develop their stamina, core and muscular strength.	Make outdoor areas for Reception and Launchpad accessible in all weathers. Develop outdoor resourcing in each of these areas to promote physical activity.	Pupils will be physically stronger because they actively challenging themselves to engage in gross-motor strength building activities. EYFS and Launchpad children's active minutes increase.	Lesson observations, staff feedback, subject lead monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are able to engage in larger physical play supporting gross motor development. In EYFS this has particularly focused on the development of core strength and 'hard' movements to build stamina and muscular strength. Pupils are enjoying engaging with the improved, purposeful resources and as much engagement and impact is high.	Resources and planning is now implemented. Staff are confident to support pupil engagement.	Lesson observations. Gross motor and fine motor ELG outcomes are sustaining and improving.	Approx £17000 resurfacing works. (school budget/fundraising/grant applications) £500 additional resources. SP Total: £500

Your objective:



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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)	Increase daily physical activity amongst pupils across KS1. To ensure all pupils are physically active for 60minutes 7 days per week.	Develop pupil leadership (training programme), Midday supervisor training, Range of equipment available and easily accessible. Pupil voice activities to understand pupils wants and needs. Scrap store provision	A confident and competent group of young play leaders that work alongside the MSA play leader to 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.	Pupil feedback, subject lead monitoring, sporting achievement boards, parent surveys.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are physically active at all breaktimes. They access a wide range of physical activity options.	Staff are confident to support pupils in active play. The range of physical activity options are enjoyed by pupils.	Pupils report enjoyable lunchtimes and comment enthusiastic on the different resources available.	Physical Resources - £1960 Scrap store - £1950 Total £3910

Your objective:



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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)	Continue to provide regular intra school competition, as well as all pupils accessing inter competitions against other schools. Competition formats to reflect needs of pupils.	Plan and deliver: - Intra-school dance comp (whole school) - Intra-school tennis comp (Year 2) - Inter-school dodgeball comp (Year 2) - Inter-school SEND sessions (SEND) - Inter-school AMAT games (Year 2) - Inter-school virtual games (all year groups) - Whole school sponsored run event. - Re-launch 'Tour de Townville' to coincide with the return of Tour de Yorkshire.	100% of pupils from Reception to Year 2 will take part in at least 1 intra and 1 inter-school competition/event in addition to sports day.	Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day. Virtual multi skills league format and results. Inter-school competitions with AMAT and across the pyramid.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Inter and intra school activities all went ahead as planned. There were several highlights within this notably; the intra-school dance competition which was engaged with by the vast majority of parents. The Tour-de-Townville during which several pupils learnt to ride a bike or a two-wheeled scooter for the first time. The AMAT games was a truly inspirational event held at the National Institute of sport. Our impact measure was met.	These events are all now key parts of sporting calendar. Pupils are enthusiastic about them and sports leaders support the PE lead to ensure they are planned and successful.	Photographic evidence. Pupil, staff and parent voice. Monitoring.	Organizational costs inc. rewards, certificates etc £190 Resourcing to enable 100% pupil engagement £1905 Balance bike sessions for Nursery inc resourcing £300 Total £2395

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