



# 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:

- [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)



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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?
<b>1.</b> Swim competently, confidently and proficiently over a distance of at least 25 metres	An additional two terms are paid for to allow learners as much opportunity as possible to learn to swim.	Monday morning session. Learners rushed into class from their buses. More time needed to allow learners time to reagent and regulate after the weekend. A different day is required for next year. Looking for different amenities for next year.
<b>2.</b> Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	An additional two terms are paid for to allow learners as much opportunity as possible to learn to swim.	
<b>3.</b> Perform safe self-rescue in different water-based situations	An additional two terms are paid for to allow learners as much opportunity as possible to learn to swim. An increase in water confidence.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p><b>Sensory</b> -All classes are delivering at least one sensory circuit session consistently each day and feel it is now informed and relevant use of sensory regulation. Leads to less incidents therefore, less barriers to learning, therefore more learning.</p> <p><b>ASTPRA</b> – Facilitates Hydro- water confidence and KS2 swimming – after school clubs, Delivery of hydrotherapy for those learners with physical development needs. Allows for safe delivery in a high-risk environment. Improves wellbeing, physical development and independence. Ongoing.</p>	<p>Barriers to learning log Evidence for learning log CPOMs</p> <p>After school clubs ran all year in the Hydro pool Daily use of pool during curriculum time – PIP'S (Personal learning plans), Individual physical and well-being targets.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Add text here</p>	<p>Add text here</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>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</p>	<p><b>outdoor and adventurous equipment</b> improves fitness and health, supports chief medical officer guidelines. Allows hands on learning – learning by doing. Improves Wellbeing. Improves independence, emotional wellbeing. Offers My Independence and my play and leisure opportunities Increase physical ability, social skills and wellbeing through Outdoor learning</p> <p><b>Healthy schools / Health &amp; Wellbeing week</b> - Learners who have no access to these sports generally, access them and can be signposted to use with parents. Increases Play and Leisure opportunities, improves all round health and fitness. Week focussed on the five ways to Wellbeing- 'A Way A Day'</p>	<p>Throughout school the equipment can be seen in full use during specific curriculum activities and play and leisure activities</p> <p>Lots of photographic evidence from the week. Parent, learner and staff feedback forms.</p>
<p>5. Increasing participation in competitive sport</p>	<p><b>Connect Collaborative/RBSPG</b> Opportunities to attend SEND specific events. Relevant, well matched competition opportunities. Inclusion opportunities. Socialising with other schools, appropriate behavior in these situations, dealing with defeat and success appropriately. Building confidence and expanding play and leisure activities, finding likes and dislikes. Reduced cost for training courses -increasing expertise in PE.</p>	<p>Entered or attended the following activities - bowling, quidditch, sparks gym, dance Festival, SEND Festival day, KS1 Panathlon, KS2 Panathlon, Rafted Canoeing, Climbing wall.</p>

## 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	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	100% of identified learners to be given further opportunity to increase water confidence and potential to learn to swim.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% of identified learners to be given further opportunity to increase water confidence and potential to learn to swim.	
3. Perform safe self-rescue in different water-based situations	100% of identified learners to be given further opportunity to increase water confidence and potential to learn to swim. Where appropriate learners will tolerate the use of buoyancy aids	

Aim	Why?	Key Area	Supporting evidence
To meet sensory needs of learners by engaging in physical activities.	Higher percentage of learners with sensory intergradati on needs	Increasing engagement of all pupils in regular physical activity and sporting activities	
Higher number of learners accessing a wider verity of bikes (My Play and Leisure times)	Bikes are a popular choice which encourage physical activity. A wider verity off bikes are needed to meet the different skills and abilities of learners.	Increasing engagement of all pupils in regular physical activity and sporting activities	
Learners to access a verity of activities across the school year promoting the 5 ways to Wellbeing	Spread across the year rather than a dedicated Health and Wellbeing Week. Child centered, less overwhelming, allowing learners to work within their familiar timetables therefore higher number of learners able to access.	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	

## 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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**Your objective:** To meet sensory needs of learners by engaging in physical activities.



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<p>To meet sensory needs of learners by engaging in physical activities.</p> <p><b>Increasing engagement of all pupils in regular physical activity and sporting activities</b></p>	<p>Staff will learn how to assess and meet sensory needs of learners.</p> <p>Where applicable sensory diets will be integrated into curriculum activities.</p> <p>Additional resources to be purchased to meet the physical and sensory needs of learners</p>	<p>Increased number of learners that are calm enough to engage and alert enough to learn.</p>	<p>Learning Waks Behavior smart Data Teacher feedback PLP data</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

**Your objective:** Higher number of learners accessing a wider variety of bikes (My Play and Leisure times)



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	<b>Intent - what is your objective?</b>	<b>Implementation - How will you achieve this?</b>	<b>Impact - What do you hope to see?</b>	<b>Supporting evidence</b>
<b>Plan and monitor</b> (Complete now and monitor)	<p>Higher number of learners accessing a wider variety of bikes (My Play and Leisure times)</p> <p><b>Increasing engagement of all pupils in regular physical activity and sporting activities</b></p>	<p>Physical and Sensory Curriculum team to audit learner need with class teams.</p> <p>Audit bikes which are ordinarily available.</p> <p>Order specialist bikes which are robust and meet the widening range of skill and ability of current cohort.</p>	<p>Higher percentage of learners engaging in physical activity during my play and leisure times.</p> <p>Potentially learners learning to ride a bike independently</p> <p>Less behavior incidents</p>	<p>Learning walks</p> <p>Staff feedback</p> <p>Behaviour smart data</p>
	<b>What impact have you seen?</b>	<b>Are the improvements sustainable? How?</b>	<b>Supporting evidence</b>	<b>Approx. cost</b>
<b>Evaluate</b> (Complete in July)				

**Your objective:** Learners to access a variety of activities across the school year promoting the 5 ways to Wellbeing



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b> (Complete now and monitor)	<p>Learners to access a variety of activities across the school year promoting the 5 ways to Wellbeing</p> <p><b>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</b></p>	<p>Learners will have opportunities to access a range of physical/wellbeing activities across the school year – rather than a dedicated Health and Wellbeing Week.</p> <p>Activities to include                      Indoor climbing wall                      Additional swimming                      Water rafting                      Bikeability                      Liquid listening                      Additional swimming</p> <p>Gongbath                      Bubble dogfest                      Icecream van</p>	<p>Activities will be less overwhelming, allowing learners to work within their familiar timetables therefore higher number of learners able to access and engage activities which promote health, wellbeing and fitness</p>	<p>E4L                      PLPs                      Learning walks</p>
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here	Add text here	Add text here