

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?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres.	52% of Y6 (data including our Y6 SEN unit children) left able to swim 25m confidently.	Swimming support was concentrated on Y4 children, who made good progress. This year, we will concentrate efforts on ensuring that any Y6 children leaving QM who are not meeting criteria 1,2 and 3 are supported towards the end of the year with extra sessions to facilitate this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	52% of Y6 (data including our Y6 SEN unit children) left able to use a range of strokes effectively.	
3. Perform safe self-rescue in different water-based situations	61% of Y6 (data including our Y6 SEN unit children) left able to perform safe self-rescue.	

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Teaching Assistants to continue to observe specialist PE coach in delivering PE lessons so that they are better able to support children and encourage them to be active on the playground.</p>	<p>Support staff have continued to observe PE teaching in specific classes. PE coach has delivered INSET day training to support staff around high-quality and engaging sports activities/games that Tas can use with children on the playground, including using sports and games equipment for playtimes that we have invested in.</p> <p>PE coach has led timetabled, year group specific games for children at every playtime over the year. He has encouraged all children to join in with these structured activities and the impact of all children actively choosing to take part has been significant, including girls, pupil premium and SEND children.</p>	<p>To continue to embed the impact of this, PE coach will continue to monitor and follow up with this – all staff have had further INSET training so far in the 25-26 academic year.</p> <p>We aim to increase engagement of all pupils in regular physical activity and sporting activities, and we will support this further by ensuring that we are offering a wide range of inclusive sports activities not just at playtimes, but also after-school clubs.</p>
<p>2. To make the playground more engaging and active for the pupils by investing in more equipment.</p> <p>To audit the current PE equipment with new equipment purchased where necessary to enable new sports to be introduced.</p>	<p>We have invested in further skipping ropes, hoops, bean bags and other playtime equipment. As above, Tas have had training and chances to observe PE coach leading games and there has been increased active engagement of children at playtimes.</p> <p>Basketball hoops that are at a more accessible height for children have been bought.</p>	<p>We will continue to invest in good quality equipment as and when it needs to be replaced and ensure that equipment bought is well looked after so staff on duty can easily access functional and motivating equipment to use with the children on both playgrounds.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. To make spare PE kit available so no child misses out on physical activity and can participate safely.</p>	<p>Support staff have taken time to ensure that we have back-up, clean and functional spare kit and trainers if needed.</p> <p>We have invested in swimming goggles and hats for children if needed.</p>	<p>We will continue to ensure that parents are aware that we have spare kit if needed.</p>
<p>4. To liaise with schools in United Learning to bring in inspirational sports personalities to inspire the pupils.</p>	<p>In 24-25 we brought in UL rugby lead for rugby taster sessions with KS2 – these were popular and we directed families to local rugby clubs after these sessions.</p> <p>We started 'Inspire Her' sessions supported by Chelsea Football club – girls in Y5 and 6 greatly enjoyed these sessions which are ongoing for 25-26.</p>	<p>We will continue to take up opportunities offered by UL in this area.</p> <p>Cluster-wide sports tournaments have engaged and motivated children and we will continue to embed this in 25-26.</p>
<p>5. KS2 classes to take part in Climbing lessons with professional coaches at an external facility.</p>	<p>KS2 children who attended the residential at the end of the year participated in climbing and had to opportunity to try a different sports activity testing strength and balance.</p>	<p>Due to other curriculum opportunities offered, this did not take place for all KS2 children.</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?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	We will evaluate these sections at the end of the academic year.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

	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.
Ensure disadvantaged and SEND children have access to after-school sports clubs . Ensure that Y6 children who are not meeting swimming requirements are supported with further swimming lessons.	To ensure all children have access to physical activity and opportunities to experience different sports.	Increasing engagement of all pupils in regular physical activity and sporting activities.	Club take-up amongst different age and demographic groups of students.
To embed West London Cluster-wide sports tournaments to engage and motivate children to participate in competitive sports that have been taught in PE lessons.	To encourage, engage and motivate all children to participate in competitive sports, consolidating sports knowledge and teaching skills such as sportsmanship and teamwork.	Raising the profile of PE and sport across the school, to support whole school improvement. Increasing participation in competitive sport.	KS2 participation in cluster-wide competitions, pupil voice expressing confidence and engagement with sports tournaments, increased knowledge and understanding of sports.
To continue to offer a range of physical activity after-school clubs and encourage wide take up. To continue to offer the Inspire Her programme in conjunction with CFC.	All children offered the opportunity to access a range of sports for all ages, including EYFS.	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.	Club take up and range of after-school clubs offered.