

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

Commissioned by



Department
for Education

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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.

We did not use any of the PE sports premium funding to pay for top up swimming.

Swimming and Water Safety	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.	At the end of year 6, 58% of cohort could confidently swim 25m .	42% of our year 6 cohort could not confidently swim 25m when they left at the end of year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 58% of cohort could confidently swim range of strokes.	42% of our year 6 cohort could not confidently swim a range of strokes.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 58% of cohort could confidently perform self rescues in water.	42% of our year 6 cohort could not confidently perform a self rescue in water.

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	*This year we moved away from external coaches delivering PE as staff felt skilled enough to deliver confidently without support of external coaches after having observed and learnt from coaches in the previous couple of years – staff voice.	*Staff confidence in using all equipment, staff confidence in managing behaviors of certain individuals in PE – evidence from staff voice – more cpd needed. Plan with SNECO on how to support children with send who become quickly and easily dysregulated in PE and how to support staff in managing that.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	*Introduction of new experiences through our mental health and wellbeing days – circus skills, UV disco dodgeball, tough runner - Positive feedback from children and parents. Children still talking about opportunities given on these days and asking for them to come back to school again for clubs etc.. *More clubs introduced e.g. Lunch sports clubs introduced to encourage participation, and enable more cohesive relationships between peers, especially in competitive situations. Monitoring of club registers and status of children attending (gender, pp, disadvantages...) *Increasing percentages of certain groups attending clubs. E.g. judo club had 45% pp, 20% send and 25% girls.	*Same children repeatedly signing up for and attending clubs – see registers. So, percentages of groups such as pp and send look better however it is often the same children with send and pp attending each club.

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	Introduction of wellbeing days this academic year with the focus on using sport to support our mental health and wellbeing. Children understand the importance of exercise on our mental health and wellbeing.	We didn't have many opportunities for parents to come into school or attend competitions with us – feedback from parents - in future invite parents to attend comps after school and during day to raise profile of sport in community.
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	*Wellbeing days: Introduction of new experiences for all children in school – circus skills, UV disco dodgeball, tough runner *Promotion of healthy lifestyle – nls enrichment day *Exercise-a-thon fundraising for mind - Over £600 raised for the charity on this event. We had huge support from parents who were keen to see/watch their children taking part. *Positive feedback from children and parents. Children still talking about opportunities given on these days and asking for them to come back to school again for clubs etc..	Still more boys than girls taking up opportunities for extra curricular sport e.g. judo club 25% girls, 75% boys. – Offer girls specific opportunities next year to see if that encourages participation.
5. Increasing participation in competitive sport	SEND specific competitions attended for the first time. E.g. multi skills festival, boccia and bowling. Opportunities for SEND children to meet paralympic role model from local area (Ollie Hind)	Not many competitions attended. The ones we attended were focused on upper school. Not many lower school children got to attend a competition – feedback in pupil voice. Children at our school tend not to have a competitive streak so it is essential we encourage competition in sport to help build this skill.

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*

Not planning on using any of the PE sports premium funding to pay for top up swimming.

<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	At the end of year 6, 70% of cohort could confidently swim 25m .	30% of our year 6 cohort could not confidently swim 25m when they left at the end of year 6.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At the end of year 6, 70% of cohort could confidently swim range of strokes.	30% of our year 6 cohort could not confidently swim a range of strokes.
3. Perform safe self-rescue in different water-based situations	At the end of year 6, 70% of cohort could confidently perform self rescues in water.	30% of our year 6 cohort could not confidently perform a self rescue in water.

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)	More opportunities for competitions for all children in all year groups.	Contact with SGO's. Subscribed to Next Level Sport Games Calendar. Contact with local secondary schools including the local secondary part of our academy chain.	Children from every year group within school able to attend competitions. Increase competitive spirit amongst children from our school at these competitions. Increasing confidence level and self esteem in children who attend these competitions.	Pupil voice – Autumn - children expressing interest in attending clubs so that they can then go to a competition. Summer term - children have enjoyed being given opportunities to represent our school at competitions against other local schools.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children attending competitions and asking when the next one will be – keen and eager to do more. Throughout year, performance in competitions have increased., placing higher as competitive spirit and sporting ability.	We will subscribe to Next Level Games calendar again in future as it has provided us with more opportunities that are local to our school. Continue working with Ashfield School Games as our local SGO. Transport costs not sustainable as sports premium is going – work closely with head teacher and parents to ensure we can continue attending competitions.	Many competitions attended throughout year with opportunities for all year groups as well as specific groups such as send and girls (see sports games calendars for fixtures we have attended). Achieved school games mark gold award for our commitment to sport and creating opportunities for the minority groups.	Cost for subscription to NLS Games calendar - £456 Major cost is transport to competitions and events - Around £3000 spent on bus/transport this year.

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)	Providing wider variety of sports/skills within lessons for our children	Purchase of new scheme in Sept 2025 and CPD on scheme for all staff. Updated LTP to include new sports, providing children with a wider variety of sports within lessons during their time at our school.	Children more pleased with opportunities available to them in future pupil voice surveys. Children more interested in taking up opportunities outside of school following learning a new sport in PE.	Pupil voice showed children felt as though they were repeatedly doing the same sport each year and wanted opportunities to do different sports in PE. Scheme brought to support staff in delivering new lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Majority of children engaged in all lessons. Children can talk about the sport they have been doing and can describe and demonstrate key skills.	Subscription to Primary PE Planning to continue In future as we have all enjoyed using the scheme and found it very useful not only in terms of lessons but also for support for children with send. GAT looking into discount from scheme for GAT schools.	Pupil voice showed that pupils have enjoyed the sports they have done this year. LTP adjusted slightly for 2026/2027 to ensure progression of skills/knowledge as well as a providing a variety of sporting opportunities for pupils.	Primary PE Planning Subscription - £834. Each year after £400 something to continue subscription. GAT looking at discount for GAT schools.

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)	Provide children with unique sporting opportunities to encourage participation and enthusiasm towards sports, exercise and active/healthy lifestyles.	Through wellbeing days - This year we will provide children with opportunities such as archery, nerf fun, lacrosse drumba as well as healthy eating education to promote positive healthy lifestyles.	Children taking up more opportunities within local area and clubs in school. Childre to show excitement and enthusiasm towards sports and exercise.	Planning documents of wellbeing days to show activities planned and how they support and active and healthy lifestyle. Staff and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Positive impact on children's wellbeing due to a culture of active wellbeing and healthy lifestyle in school.	Wellbeing days continue to be part of our school's long-term plan in supporting children in the transition back to school after holidays.	Staff voice summer term shows the benefits of wellbeing days and the impact that teachers have seen on children. They are invaluable in supporting children's return to school. It has been wonderful to see the children fully engaged in new physical activities such as Drumba - the smiles on their faces are memorable, especially as children who are often disengaged become fully involved. Children return to school far less anxious and with enthusiasm. As well as supporting children's well being they also support the well being of staff. They are an opportunity to share new experiences with our children and this supports the development of our positive relationships and the holistic education of the children. This is so important at a time when education is often focused on data and results. I am currently completing Sals evidence for our Green Flag Award - a whole section of this is focused on mental health and well being. I have used our well being days a significant piece of evidence for this. I really enjoy them and feel they are one of our great successes.	Archery - £225 Nerf fun - £225 Lacrosse - £225 Drumba - £699 Ultimate frisbee - £225

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)	Provide children with more extra curricular opportunities.	Clubs running each half term – run by mix of external coaches and school staff.	Children from disadvantaged backgrounds as well as SEND and girls participating more in sport.	See club application forms and registers.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	An increased number of clubs being run and more children from school choosing to attend a sports club.	Incentives to continue for staff running clubs in future but what could this look like without sports premium? Staff will no longer be able to claim over time from pe budget. Could we look at staff wellbeing day initiative for staff working over contracted hours to run an after-school club?	Pupil voice, 100% of children surveyed attended a club this year. Football and basketball were found to be the most popular clubs this year. 93% of children surveyed wish to attend an after-school club next year.	Football club – Mansfield town £1100 for days per week throughout spring term

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