

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:

- [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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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	The continued use of sports coaches to support our teaching programme enabled more staff to become upskilled in different areas of the PE curriculum and specific sports linked to the skills being taught. This enabled all pupils to be introduced to a wide range of sporting activities as well as transferrable skills across sports. Continuing with GetSet4PE as our PE curriculum supported the areas of PE teaching that staff self-identified as weaker areas in their own practice. We were also able to use the scheme to help to write our own curriculum overviews for the sustainability of our curriculum.	Due to other school priorities we did not manage to spend time together as a staff to complete whole school CPD.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pupils received a minimum of 2 hours of PE teaching from coaches and school staff each week during the academic year as evidenced by classroom timetabling and coaching invoicing. The money used to purchase new equipment meant that we increased our stock of balls etc to enable all pupils to be active at once during a PE lesson as well as providing extra equipment for break and lunchtimes to enable physical activity to be promoted and continued outside of PE lessons. Forest schools lessons continued with a focus on outdoor and physical learning for all pupils throughout the year.	

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	PE and sport has a strong place in our curriculum already due to previous spending of the PESS and so this did not take priority for us during this academic year.	
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	Through our coaching programme and after school sport provision this year we were able to introduce a wider range of sporting activities to all pupils. The PESS was used to part fund clubs to enable cost to be removed as a barrier for all pupils.	Take up at clubs was regularly the same pupils despite clubs being open to all. This was parental preference as to signing up for clubs.
5. Increasing participation in competitive sport	We held our annual sports day and various sporting challenges throughout the year promoting and celebrating competition in sport.	We aimed to set up some inter-trust competition however this was not possible this year.

Plan, monitor and evaluate (2025/2026)

Plan, monitor and evaluate (2025/2026)



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Your objective: Make lunchtime play more meaningful and active

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop our lunchtime play provision to ensure all groups of pupils feel able to participate.	Increase amount of PE equipment to enable more pupils to be active at once.	More active pupils and less behavioral incidents at breaks and lunchtimes.	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	Final Cost
Evaluate	With more equipment available lunch times have been more active but more adult supervision has been required.	The new equipment is still proving popular and is used well. Due to the short time pupils are with us, regular instruction as to how to use equipment appropriately is required going forwards.	Incident recording showed a reduction in playtime incidents over the course of the year. Pupil voice to be carried out.	Physical Resources - £5306.58

Your objective: Improve outdoor physical learning for all



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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	To improve staff confidence in teaching outdoor physical learning in PE and other curriculum areas and to improve the offer for our pupils with SEMH and physical needs to ensure they build skills they need.	Continue to work with sports coaching to upskill staff on implementation of sports and skills from the PE curriculum and to introduce fresh and new ideas for staff who are competent and have taught PE for many years, especially for pupils on SEND register with SEMH and physical needs. Continue to work with Forest Schools provider to model and demonstrate how learning can be made active and taken outdoors.	Staff who are more confident and who have new ideas for delivering the PE curriculum as well as staff who have been able to spend more time with pupils engaging in PE lessons in smaller groups. SEMH and physical needs being better met through targeted teaching and support. Staff building in more outdoor opportunities for learning.	Staff well-being in PE rising. Pupils with identified needs being able to be more in whole school learning and less reported incidents in PE lessons.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Final Cost
Evaluate (Complete in July)	Small group PE sessions with coach worked well to support the additional needs of these pupils with sportsmanship and physical skills. We were able to extend this offer beyond those on the SEND register who were identified during the year as requiring extra support.	Staff have a stronger foundation on which to build and support these pupils moving forwards. Staff have the knowledge and skills to take on this teaching themselves after the end of the PESS.	Lower records of incidents. Staff voice. Higher pupil engagement in PE lessons and outdoor learning lessons. Pupils setting up own outdoor learning areas at breaks and lunchtimes following Forest School teaching.	Coaching - £3035.00 Forest Schools - £4015.00 Subscriptions - £324.00