

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:

- [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.	44% We block swimming so that each class in KS2 swims every day for a week. This is based on research that showed that children's skills in swimming improved more using this approach.	However, new research has shown that whilst blocks of intensive swimming lessons are still important, they need to be supplemented with weekly sessions. https://www.deakin.edu.au/about-deakin/news-and-media-releases/articles/deakin-study-finds-school-swimming-programs-alone-not-enough-to-keep-kids-safe
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	44%	
3. Perform safe self-rescue in different water-based situations.	44%	

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	• Tennis CPD for staff • PE Coordinator has run a staff meeting and shared good practice for inclusion for SEND children. PE Coordinator has supported teachers with additional planning following advice and research about inclusion. PE Coordinator has provided support to year groups with their planning. • Staff - CPD for teaching staff, TA's. Free resources and activities.	Managing time for the PE Coordinator to be out of class regularly to work alongside staff in a coaching capacity to build on CPD delivered outside lesson times.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	• Play leader training of Year 5 students being trained over a 6-week period by Year 6 leaders. They have learned games to play with foundation children over lunchtimes. Some Year 5 children will be trainers next academic year when they are in Year 6. • Tennis coaching was offered to Foundation, Year 1, Year 2 and Year 3 children. Tennis festival held for Year groups 1-6. Many of our pupils and parents attended the tennis open day at Wantage Tennis Club as a result. • Dance teacher from ADS came and taught our after-school dance provision. We had 32 children attend the Oxford Festival of dance and the National qualifiers. Two separate groups – Years 3&4 and Years 5&6 were entered. The Y5/6 team (17) dancers qualified for the national final. They learned a second routine and were placed 6th out 30+ teams. We have had a number of children join ADS as a result of having Miss Jillian in school and had opportunities to dance in the community. • Cycling on balance bikes for foundation and year 1 children • Lines painted on playground maintaining playground markings • Serious4sport run after school football 2 after-school sessions for year 1-6. Raising participation for all year groups for girls and boys creating equality of opportunity. • Non-swimmers identified and taken for additional swimming sessions	We would like to expand opportunities for more children to be involved in dance. Whilst the competition was inspiring for the school, we now need to capture that enthusiasm for dance and involve more children – especially those from low income families.

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	• Children participating in 2 PE lessons per week. Inside and outside. • CPD delivered (see key point 1) • Improving inclusion focused on SEND and disadvantaged pupils so that these pupils enjoy sport/PE more and take part in more competitions (e.g. teams participated in Boccia and Goalball competitions).	Indoor space is at a premium and we ensure the hall is timetabled carefully so that everyone has an equal share of the time.
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	• Tennis coaching was offered to Foundation, Year 1, Year 2 and Year 3 children. Tennis festival held for year groups 1-6. Many of our pupils and parents attended the tennis open day at Wantage Tennis Club as a result of this event. • Cycling on balance bikes for foundation and year 1 children • Dance teacher from ADS came and taught our after-school dance provision. We had 32 children attend the Oxford Festival of dance and the National qualifiers.	We would like to expand the provision of cycling and dance so that more children can take part.
5. Increasing participation in competitive sport	• We have entered local, vale, county and national competitions this year. The children have been given many opportunities and experiences. Increased participation with A, and B teams. We have also had some training opportunities before competitions which has increased participation.	The challenge is releasing staff to accompany children on sporting fixtures when increasingly support staff work 1:1 with high needs children.

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.
- 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

Aim	Why?	Key Actions	Supporting evidence
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	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 prioritizing CPD and training where needed.	Staff confidence surveys, attainment data, lesson monitoring, trust reviews, pupil voice.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	To improve pupils' fitness, wellbeing and enjoyment of sport and physical activities.	Trust competitions Whole school sporting events/celebrations Play leaders PE equipment made more accessible. Play equipment provided for each year group. Lunch time clubs on Thursday and Friday for both KS1 and KS2 run by Serious 4 Sport. Staff on duty given CPD on playground games.. PE rota to enable fair access to facilities	Staff confidence surveys, attainment data, lesson monitoring, trust reviews, pupil voice.
3. Raising the profile of PE and sport across the school, to support whole school improvement	To create a strong sense of belonging for all pupils throughout the school. To enable all pupils to live/experience our values of 'learn, inspire, flourish, enjoy'.	External providers coming in: cycling – Foundation, Tennis Y1-6, Dance Y1-6, Serious 4 Sport X2 days per week. Olympic Athlete visit and sponsored event Whole school sports day	Staff confidence surveys, attainment data, lesson monitoring, trust reviews, pupil voice.
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	To give all pupils a wider experience of different sports to help them to discover talents/activities which they might not otherwise have found – with a focus on disadvantaged pupils.	Carefully mapped out curriculum. Getting girls into football initiative followed. Mixed gender teams. Lunch time clubs – variety of sports. Football coaches running football clubs after school.	Staff confidence surveys, attainment data, lesson monitoring, trust reviews, pupil voice.
5. Increasing participation in competitive sport	To give more pupils the opportunity to compete with other pupils and schools. To experience personal and collective pride/esteem in representing themselves/the school. To develop resilience through training, and both success and failure.	Attending all Trust competitions. KS2 competitive Sports Day. Intra cross country – whole school.. CLT Olympics for Year 5. Incorporating competition into PE lessons once skills have been mastered	Staff confidence surveys, attainment data, lesson monitoring, trust reviews, pupil voice.

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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Example objective shown below is for reference purposes only:

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Midday supervisor training, Staff CDP to develop their understanding of games and play, Range of equipment, Youth voice activities to understand pupils wants and needs Outdoor play provision such as OPAL	A confident and competent group of activity leaders that take initiative and 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.	Youth voice data through half-termly surveys and interviews/group discussions with a variety of pupils (leaders, children participating and those that are less active at break times). 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	Approx. cost
Evaluate	Activity leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors have grown in confidence and far more active and engaged in games with the children. Lunch times are more active with children having fun. Activity options have been tailored to suit the needs of SEND pupils through considerate choices of equipment and the types of games played. Girls are proving to be the hardest group to engage as some are still choosing not to be active.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. Continue to listen to SEND pupils and tailor activities to their needs and wants. Focus priorities on engaging girls. Work with least active girls to create activities that are meaningful and enjoyable for them. Do they want to be activity leaders for younger children to give them purpose and confidence?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. Meetings and the end of year survey have shown all leaders feel positive and enjoy making a difference for others. Interviews by random selection were conducted and 92% of pupils were either 'happy' or 'very happy' with the activities on offer at lunch time. End of year physical activity survey findings such as: - Am I involved with games at lunch time - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

Your objective: Offer a broader and more equal experience of a range of sports and 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
Plan and monitor (Complete now and monitor)	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.	- Carefully mapped out curriculum - PE lead to evaluate sports currently on plan and look at N.C. - Getting girls into football initiative followed - Mixed gender teams - Lunch time clubs – variety of sports - Football coaches running football clubs after school.	- Children building skills in KS1 to allow them to access a range of sports in KS2 - Introduction to new sports for children - Both genders accessing all sports covered.	- Pupil voice data - Observations of the playground to gauge activity levels of the least active children. - Staff voice and feedback. - Reviewed curriculum document.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	- PE lessons have been mapped out carefully in the subject Long-Term Plan to ensure that skills are built up from year to year focusing on fundamental movement skills and onto individual sports. - Clear to see progression from monitoring visits across year groups from PE lead. - Equal access to all learning in all PE lessons- clear adaptations / thoughtful planning being used to reduce barriers to SEND children. Sports covered from external coaches: cycling, dance, tennis, football, tag rugby, cricket, multisport.	- Continue to monitor curriculum, regular check ins with teachers that they are accessing planning and adapting to suit the needs/ability of class from the PE lead. Supporting teachers in areas of development in pedagogy. - Having coaches model and provide CPD to teachers across a range of terms and sports. - PE lead rebooking outside coaches to continue to build on for next academic year.	- All children accessing PE lessons over a range of sports. - Children are enthusiastic and enjoy PE from recording voice of the child during monitoring. - Uptake of more children doing after school clubs – football, netball and multi sport.	£11,500

Your objective: Increase participation in competitive sport



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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)	Increasing participation in competitive sport	• Attending all Trust competitions. • KS2 competitive Sports Day.. • Intra cross country – whole school • CLT Olympics for Year 5. • Lunch time clubs run by a coach on Thursday and Friday. • Dance Team. • Incorporating competition into PE lessons once skills have been mastered. • Increase in opportunity for SEND children through SEND specific competitions. • Teachers receive CPD from PE lead on inclusion for SEND children in PE lessons. • Inspirational visit from Olympic athlete.	• More sports competitions attended. • Equal of participation in competitive sport achieved for boys/girls, disadvantaged/non-disadvantaged, SEND/non-SEND • SEND children accessing PE lessons including the competitive side of sport. • More children playing competitive sport through lunch time clubs. • All children accessing Sports Day. • Children inspired to take part in competitive sport.	• Tracking of competitions attended (including results achieved). • Tracking of participation of key groups of pupils. • Pupil voice. • School/Trust reviews/monitoring.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Many children showing a keen interest in representing the school at competitions. Recording pupils voice regarding Sports Day/competitions	• Carefully planning the school calendar with the Cambrian Learning Trust Competition Calendar. • Improvements sustainable providing there are ample staff to take children to competitions.	• List of competitions and children attended created and monitored for a more equal opportunity. • SEND children accessing PE lessons through PE lead monitoring and engaging with staff. • Uptake in lunch time clubs from Serious 4 Sports, plus after school clubs. • Numbers attending recorded and evaluated.	• £7,800

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