





PE and sport premium

monitoring and tracking form

2025/2026

Commissioned by

Department for Education

Created by

afPE association for PHYSICAL EDUCATION

YOUTH SPORT TRUST

PE and sport premium monitoring and tracking form

- 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)

- 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.*

Review of the last academic year (2024/2025)

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 planning subscription has Informed curriculum with high staff confidence in delivery and content. To be continued next year after overwhelming positive feedback from staff. CPD planned for September in order to meet the PE requirements for Dance, gymnastics and orienteering. Follow up audit to be sent in September. Evidence: • Pre- and post-CPD confidence audits. • Lesson observations and evaluations by PE leads. • Pupil progress and engagement data in PE lessons.	CPD was limited due to timetable and staffing constraints. Need to implement more robust monitoring to see the impact on pupils' learning and on staff.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Improved offer for those children who don't access sport outside of school. Positive feedback from pupils who take part in sessions. Positive impact on behaviour at lunchtimes, with the number of lunchtime incidents decreasing compared to when there was no structured lunchtime sports provision. Evidence: Participation data, pupil feedback, and behavioural records.	Not all pupils are active for 60 minutes a day 7 days a week. Evidence: Pupil feedback.

Review of the last academic year (2024/2025)

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	The redevelopment of Sports Day, alongside the introduction of a new whole-school house system, successfully raised the profile of sport and physical activity while promoting a stronger sense of belonging, teamwork and school identity across all year groups. Evidence : A revised Sports Day format was implemented, incorporating the new house system. All pupils participated as members of their house teams, encouraging collaboration and healthy competition. The house system has been adopted more widely across the school to support pupil engagement and a shared sense of community.	Although the new house system was successfully launched through Sports Day, there were limited opportunities during the academic year to further embed and develop the system across wider school activities and events.
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	Extra-curricular clubs were introduced from January 2025 using 2 external coaches for 1 hour per week each. They did clubs for a range of year groups in a range of sports including athletics, rounds and multi-sports. Evidence: Most clubs had a waiting list, for example Rounder Club for Y3 and Y4 had an average of 19 pupils taking part.	Not all pupils are active for 60 minutes a day 7 days a week.
5. Increasing participation in competitive sport	The school signed up for 20 events hosted by North Solihull Sport Partnership. The breakdown is Autumn – 6, Spring – 8 and Summer – 6. Evidence: • Attendance and participation logs for events. • Pupil voice surveys. • Analysis of participation data by demographic groups (e.g., SEND or disadvantaged pupils).	Unfortunately due to long term staff absence some events could not be attended this year, but this should be resolved for next year. We have used a new recording system called Absolute Education since December 24 so impact will be greater and easier to measure next year. Evidence: School Games mark.

Aims for the next academic year (2025/2026)

- 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

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	**37% of pupils in year 6 can swim 25 metres.** Evidenced on data collected poolside with swimming teacher. All children in Y5 had half of term of weekly swimming lessons. Y6 had a term of weekly swimming lessons.	We want this data to be 100%. Some persistent absenteeism and children not making enough progress due to very low starting points.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	**33% of pupils in year 6 can use a range of strokes effectively.** Evidenced on data collected poolside with swimming teacher.	We want this data to be 100%. Some persistent absenteeism and children not making enough progress due to very low starting points.
3. Perform safe self-rescue in different water-based situations	**65% of pupils in year 6 can perform safe self rescues.** Evidenced on data collected poolside with swimming teacher.	We want this data to be 100%. Some persistent absenteeism and children not making enough progress due to very low starting points.

Plan, monitor and evaluate (2025/2026)

- 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: Provide PE CPD and support to all staff

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the confidence, knowledge and skills of all staff in teaching PE.	PE Lead will deliver INSET to ascertain staff's levels of confidence and support needed. PE Lead to facilitate CPD opportunities, targeting ECTs and those less confident staff, based on staff feedback. Ensure Primary PE Planning annual membership is paid to ensure teachers can access HQ planning and supporting resources.	Increased staff confidence, more high quality PE lessons and pupils making increased progress in PE lessons.	Staff feedback, pupil assessment data. Lesson monitoring.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	PE conference attendance enhanced subject leadership and curriculum expertise, strengthening PE provision and increasing opportunities for pupils. Targeted CPD, team teaching and the implementation of the bronze, silver and gold lesson structure improved staff confidence and consistency in PE delivery while increasing pupil engagement, understanding and skill progression across all year groups. Cross-Curricular Orienteering training increased staff confidence in teaching OAA, leading to successful curriculum implementation and wider cross-curricular use. The MLB First Pitch programme achieved 100% Year 6 engagement, developing new skills and broadening pupils' sporting experiences.	Staff who have received the CPD will disseminate and share with other staff, as will PE Lead. Resources will still be available as will access to the website with updates. PE Lead to look out for and share free PE training and resources.	PE Lead attended North Solihull Sport PE Conferences to enhance subject leadership knowledge. Eight staff received targeted CPD and team-teaching support to strengthen PE delivery. All staff completed Cross-Curricular Orienteering training, supporting the introduction of OAA into the curriculum. Year 6 staff completed MLB First Pitch CPD, which was embedded into the Year 6 curriculum.	£2100 Bespoke CPD £2875 North Solihull Sport Partnership £3718 Orienteering set-up and subscription £403 PE planning portal

Your objective: Increase physical activity levels

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase engagement of all pupils in regular physical activity and sporting activities. To provide in school opportunities for pupils to access a range of opportunities to be physically active and increas the number of pupils that are active for 60 minutes a day.	Increase the number and range of activities and clubs on offer. Target less active girls through introduction of the Girl Power programme. Develop provision for physical activity at lunchtime by training lunchtime supervisors and year 6 Active Play Heroes. Equipment to be purchased for facilitation of activity with Active Play Heroes. Reintroduce the Daily Mile. Provide other opportunities for children to be active within the curriculum.	More pupils achieving 60 active minutes per day. More pupils engaging in lunchtime activities. More pupils attending extra curricular sports clubs. Classes regularly completing the Daily Mile. Children are active in lessons other than PE.	Kaboca Pupil Activity and Wellbeing survey. Absolute Education Registers. Daily Mile participation data.

Your objective: Increase physical activity levels

	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	A broad extra-curricular offer increased participation in physical activity and ensured pupils across all year groups could access sporting opportunities beyond curriculum time. The Girl Power programme improved girls' confidence, self-esteem and enjoyment of physical activity while developing pupil leadership. The Active Play Heroes programme and lunchtime coaching sessions increased participation in physical activity at lunchtimes, creating a more active and inclusive playground environment. Small group SEMH sessions have led to a decrease in behaviour issues. The reintroduction of the Daily Mile and participation in the TCS Mini Marathon raised the profile of physical activity and increased pupil engagement across the school community. Increased staff confidence in Cross-Curricular Orienteering expanded opportunities for active learning and embedded physical activity across the wider curriculum.	The PE Lead is able to deliver the Active Play Heroes and Girl Power programme, having received training and digital resources. Lunchtime staff received training through the Active Play Heroes programme so are able to continue to support and promote at lunchtimes. School staff could continue some of the extracurricular provision. The Daily Mile is free so this can be continued. Teachers are now familiar with active learning opportunities and can continue these.	25 sports and activity clubs were delivered across the year, engaging 439 pupils (Absolute Education Data). Girl Power trained 8 Year 6 leaders and involved 16 Year 4 pupils, with all 18 participants reporting increased confidence, self-esteem and enjoyment of being active. 24 pupils were trained as Active Play Heroes to lead and promote active play during lunchtimes. Coaching sessions were provided for lunchtimes with over 70% pupil participation. The Daily Mile was reintroduced across the school, with pupils participating in the TCS Mini Marathon both in school and in London. Daily Mile data showed that 92% of pupils completed the two-mile challenge during Mini Marathon Week. Cross-Curricular Orienteering resources were used beyond PE lessons, including during the whole school Festival of Reading.	£2875 North Solihull Sport Partnership £2500 after school clubs LSC £9845 Lunchtime coach and SEMH sessions LSC

Your objective: Deliver a broad and balanced PE curriculum and extra curricular offer

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan 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	Review the curriculum to ensure it meets the requirements of the PE National Curriculum but also reflects the interests and needs of all our pupils. Review the extra curricular offer to ensure there is a variety of sports available to engage all pupils.	Increased participation and activity levels in PE lessons. Increased participation in extra curricular clubs.	Kaboca Pupil Activity and Wellbeing survey. Absolute Education Registers.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	Broader sporting opportunities increased pupil participation, engagement and enjoyment of physical activity across the school.	Teachers have planning and resources in place to continue to deliver the PE Curriculum. Lunchtime staff will be able to continue some of the lunchtime provisions.	New curriculum activities (Speed Stacking, OAA and Baseball) were implemented across PE lessons. A wide range of extra-curricular clubs were delivered, including Girl Power, Scooter Club, Mini Athletics, Dance, Boys' and Girls' Football, Multiskills, Multisports, Cheerleading, Basketball, Gymnastics, Athletics, Rounders, Tag Rugby, Forest School and First PE. Lunchtime activities included Active Play Heroes (child-led), Dodgeball, Football and Handball.	£3718 Orienteering set-up and subscription £403 PE planning portal £2500 after school clubs LSC £9845 Lunchtime coach and SEMH sessions LSC

Your objective: Develop competition

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase participation in competitive sport through intra school competitions, as well as all pupils accessing inter competitions against other schools. Competition formats and entries to reflect needs of pupils.	Sign up for the North Solihull School Partnership in order to access School Games events, local football and netball leagues and KS1 competitions and events. Promote interschool competitions as part of lessons. Deliver sports days for FS, KS1 and KS2 with children competition in house groups.	More children having the opportunity to take part in inter and intra school competitions and events.	School Games Mark Kaboca Pupil Activity and Wellbeing survey. Absolute Education Registers.
	What impact have you seen?	**Are the improvements sustainable? How?**	**Supporting evidence**	**Approx. cost**
Evaluate	We went from achieving the Bronze School Games award to achieving Gold. We also attended more inter-school events, including SEND events and more children were able to represent the school, (164 children).	Interschool competitions can continue to run as they need minimal funding. PE Lead to work with our SGO and MAT schools to see what intra school competitions could be run in future.	349 pupils took part in interschool competitions. 70 KS1 children took part in intraschool competitions including cheerleading, football and infant agility. 104 KS2 children took part in intraschool competitions including sportshall athletics, rowing, dodgeball, speed stacking, SEND bowling and archery, 7-a-side football leagues, 4-a-side football leagues (boys and girls).	£2875 North Solihull Sport Partnership