



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



Commissioned by



Department  
for Education

Created by



association for  
PHYSICAL EDUCATION



# PE and sport premium monitoring and tracking form



association for  
PHYSICAL EDUCATION



- 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)



association for  
PHYSICAL EDUCATION



- 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	<ul style="list-style-type: none"><li>- Swimming Lessons were given to all KS2 classes</li><li>- Children in year 6 were given chance to top up swimming if they weren't achieving 25m.</li><li>- Swimming moved from Yarborough to City school – to ensure there were no more disturbances in delivery.</li></ul>	Issues with the pool meant that Y3 did not swim.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Some of the more able swimmers also practiced stroke techniques for butterfly and achieved a satisfactory level. All swimmers improved on stroke technique and distance ability.	Those children only swimming annually with school showed weakness in ability and stroke technique.
3. Perform safe self-rescue in different water-based situations	All did water safe activities and all children can shout for help. Treading water most swimmers able to do this for over 30 secs.	Less able not able to.

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>1.</b> Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<ul style="list-style-type: none"> <li>• Premier Education delivered CPD sessions to all teachers in either dance or OAA. Teachers feedback was positive and they felt more confidence in the areas.</li> <li>• Staff are happy with the Peplanning and resources and are increasingly confident using these.</li> </ul>	<ul style="list-style-type: none"> <li>• Premier Education sessions were good to observe but more input on delivery being less passive. Team teaching, group work and lessons to be delivered by teachers more next year.</li> </ul>
<p><b>2.</b> Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<ul style="list-style-type: none"> <li>• Pupils attendance at clubs was good and participation in external competitions continued to be high.</li> <li>• Lunchtime football</li> <li>• 3 Afterschool club offerings every term.</li> <li>• Netball offering for year 5/6 for 4 terms.</li> <li>• Disadvantaged children in KS1 &amp; 2 offered a free space in a terms sports club.</li> <li>• SEND children targeted for Sports Leaders to work with where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• On occasions, after school clubs had smaller numbers than expected. Wider year group offerings were given as a result of this.</li> </ul>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<ul style="list-style-type: none"> <li>• Pupils had the usual offering of LCFC stadium tours, we had Premier Education Wow days, Sports days and Celebration assemblies.</li> <li>• Children in Year 6 received a reward trip to watch tennis at the Nottingham Open.</li> </ul>	
<p><b>4.</b> 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</p>	<ul style="list-style-type: none"> <li>• Netball and Football teams open to boys and girls.</li> <li>• Separate events and fixtures specific for girls football.</li> <li>• Afterschool clubs open and accessible to both boys and girls (except girls football).</li> <li>• A range of activities covered throughout the year.</li> </ul>	
<p><b>5.</b> Increasing participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• Continuation of engagement in the football league.</li> <li>• Continuation of engagement in the Netball league.</li> <li>• Continuation of engagement in events organised by the School Games Coordinator.</li> <li>• Remote competitions for classes with Premier education.</li> <li>• Sports Days for KS1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties finding time to release staff and coming off timetable to have more intra school competitions.</li> </ul>

## Aims for the next academic year (2025/2026)



association for  
PHYSICAL EDUCATION



- 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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Aim	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 lessons 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.
Focus on the engagement of all pupils in regular physical activity	To develop positive habits and healthy lifestyles.	Increasing engagement of all pupils in regular physical activity and sporting activities	Engagement in Schools games including inclusive events for SEND Working with LCFC and engaging in football events held. Working with Premier Education and delivering WOW days and participation in remote competitions. Delivering a wide range of PE and enrichment activities.
To make celebrating sporting events a priority and focus	To recognise achievements and celebrate successes to help spread the positive outlook on PE and sporting successes.	Raising the profile of PE and sport across the school, to support whole school improvement	Fencing WOW day - Term 2. Athlete Visit in - Term 3. Glow Dodgeball WOW day - Term 4. Cricket Engagement Day – Term 4. Archery WOW day – Term 5. Sports Days – Term 6. Balance Bikes for Y1/EYFA – Term 6.
Continue to improve and embed year 6 sports leaders – lunchtime activities.	To give leadership opportunities to Year 6 pupils. To increase sporting activities for targeted pupils from EYFS – Year 4.	Raising the profile of PE and sport across the school, to support whole school improvement	Sports leaders working with groups from EYFS - Year 4 from Term 2- 6.
To increase opportunities in competitive sports	To continue to provide a variety of experiences and opportunities to pupils.	Increasing participation in competitive sport	Boys football league – Ongoing. Won Girls School Games Football tournament Runners up in Girls FA football Tournament Netball League – ongoing Entering any School games comps offered
Broadening the range of sports and physical activities on offer.	To give children as broad as possible opportunities to find sports they love.	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	Tchoukball added to KS2 indoor PE curriculum – CPD lessons with Premier education. After school Kurling & Boccia club.

## Plan, monitor and evaluate (2025/2026)



association for  
PHYSICAL EDUCATION



- 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