

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.

<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	80% of Year 6 pupils can swim proficiently 25m or more. Evidence from swimming assessment (GetSetPE). Data collected from poolside and swimming teacher.	20% did not reach the standard required. Evidence from swimming assessment (GetSetPE). Data collected from poolside and swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	80% of Year 6 pupils can use a range of strokes effectively. Evidence from swimming assessment (GetSetPE). Data collected from poolside and swimming teacher.	20% did not reach the standard required. Evidence from swimming assessment (GetSetPE). Data collected from poolside and swimming teacher.
3. Perform safe self-rescue in different water-based situations	50% of Year 6 pupils can perform self-rescue in different water based situations.	50% did not reach the standard required. Evidence from swimming assessment (GetSetPE). Data collected from poolside and swimming teacher.

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	Each year group teacher is supported by our sports apprentice (Level 4) – who provides teachers with continual CPD and has increased the confidence for staff teaching PE. Gymnastics CPD for all teachers. Lesson observations show an increase in high quality lessons being delivered.	Due to staff sickness not all staff completed the CPD offered.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Pupils have access to wide range of active clubs, at lunch -time and after school. Sports apprentice provided pupils with extra opportunities to take part in sport. Increased opportunity to take part in competitive sport. Mixed and girls only football leagues and Year 6 and Year 5 netball leagues. Clubs were very well attended (registers) and Year 6 mixed football league won the league. Girls' team came third in league. Netball teams entered in league and taking part in festivals. Year 6 girls came 2nd in their league and Y5 came third. Achieved School Games Platinum Award. Active lives survey	Due to staff sickness there were limited opportunities for KS1 pupils to take part in additional sporting events. Transport for pupils to events during the school day difficult for parents/carers. Not all pupils are engaged in keeping active for 60 minutes a day.

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	Achievements celebrated weekly in worship. Sporting events included on weekly newsletter. Upcoming events published on PE board. Platinum School Games Mark achieved for the first time. Assessment data recorded for each pupil at end of each unit of work.	Not all pupils are active for 60 minutes a day. Limited after school active clubs for KS1.
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	We continue to offer a wide range of activities in the curriculum and as extra curricula activities. Y5 and Y6 attended Cross Country New mixed football team attended Autumn Tournament. Gils' only football team. Y3 Yoga – one off session Tennis one off for Y1, Y2, Olympian visit Y3 –Sports stars ,Y4 Fit Kidz,Y4 healthy/mental health workshop,Y4 Badminton festival, Y6 indoor athletics,Y6 Rowing (fitness),YR Action mats Walk to school – whole school – Re advertised and promoted twice during school year.Y4, Y5, Y6 Athletics competition Y5, Y6, Netball league and netball festival,Y5, Y6 Mixed football league,Y5,Y6 Girls' football league,Y5 Rounders tournament	Not all pupils are active for 60 minutes a day. Limited after school active clubs for KS1.
5. Increasing participation in competitive sport	All pupils took part in a competitive sports day. See above for range of competitive sport on offer.	Limited after school active clubs for KS1. and lower KS2.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - 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	90% of Year 6 pupils can swim 25m 60% of Year 5 pupils can swim 25m	Not all Y6 pupils took up the opportunity for the top up lessons on offer from the school. Y5 less able swimmers to be offered top up lessons in Y6
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	90% of Year 6 pupils can use a range of strokes effectively. 60% of Year 5 pupils can use a range of strokes effectively.	Not all Y6 pupils took up the opportunity for the top up lessons on offer from the school. Y5 less able swimmers to be offered top up lessons in Y6
3. Perform safe self-rescue in different water-based situations	70% of Year 6 pupils can perform self-rescue. 50% of Year 5 pupils can perform self-rescue. 100% of Year 4 pupils attended water safety instruction.	Not all Y6 pupils took up the opportunity for the top up lessons on offer from the school. Y5 less able swimmers to be offered top up lessons in Y6

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Ensures teachers are confident in teaching high quality PE	Pupils should participate in two hours of high quality PE	Key indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed. To provide training to ensure lessons are adaptive for all needs.	Staff audits, pupil voice, observations.
Provide a wide range of sporting activities and opportunities for pupils to be active. To evaluate and support pupils who are less active.	To ensure all pupils are active for at least 60 minutes a day. To promote an active and healthy lifestyle at an early age.	Key indicator 2 Increasing engagement of all pupils in regular physical activity and sporting activities.	Active life survey – data to show activities accessed out of school hours. Extra curricula events across the year. Break and lunch-time activities for all pupils, with a range of equipment available to suit all needs.
Provide a wide range of both intra and inter competitions for all pupils.	Pupils should access competitive sport both in school and in wider competitions. This is vital for developing life skills as well as developing a love of physical activity.	Key indicator 5 Increasing participation in competitive sport.	Sports calendar Whole school sports day House competitions Participation in leagues. Registers of attendance.

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: To provide CPD and support to staff



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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)	Ensure all teachers are confident to enjoy teaching High Quality Physical Education.	Carry out staff audit to identify areas that need to be addressed. The continued employment of trained sports apprentice to provide on-going CPD for staff. Provide a comprehensive scheme of work to support teachers. Support for PE lead to develop subject. Purchase equipment to support adaptive teaching.	Staff confidence increased. High quality lesson observations. Pupil enjoyment Increase in pupil attainment All children, including those with SEND, being actively involved and achieving in all lessons.	Lesson observations Pupil voice Assessment records.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff are more confident in teaching all areas of PE Adaptive equipment is being used in lessons. Pupil voice shows that 90% enjoy PE Attainment has increased.	CPD is shared with new/other members of staff Equipment purchased will be available and used in a range of activities to support adaptive teaching.	Lesson observations Pupil voice.	CPD release time £500 PE Scheme £560 Equipment £1000 Total £1760

Your objective: To increase activity levels for all pupils



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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)	To provide opportunities for all pupils to be active for at least 60 mins a day in addition to PE lessons. Identify groups who need additional support to achieve this.	Increase number of active clubs on offer over a wider range of Year groups. Continue to develop provision for active break and lunch-times. Purchase additional equipment to support this. Active movement breaks to be incorporated in the timetable, during the afternoon for all pupils. Whole school sports focus eg skipping day, athlete day.	Pupils active during break times, enjoyment and less disagreements. A timetable of events organized and run by our sports apprentice and our Year 6 sports ambassadors. Midday supervisors to be involved in activities. Pupils more ready to learn when back in the classroom. More pupils attending the after school clubs on offer.	Time table of events Registers Pupil voice Staff voice KS2 fitness day.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Pupils are more active during lunch and break. Girls' football club is now also available to Year 4. (Previously only Y5 and Y6) More pupils attending netball and football after school. Clubs run by sports ambassadors eg Speed Stacking – attended by Y3 and Y4	Sports apprentice trained in leading activities and will build on the success next year. Additional equipment purchased will be used to continue an active programme for next year. New Year 6 sports ambassadors will receive training to carry active playtimes forward into next year.	Time table of events Registers Pupil voice Observations of lunch-time.	Additional equipment £580 Staff release time to attend training £150 Whole school sports day focus. £400 (KS2 fitness day) Total £1230

Your objective: To continue to develop 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)	To offer a range of both intra and inter competitions for both KS2 and KS1 pupils. To achieve the school games mark. To ensure that all pupils are able to access the opportunities on offer including SEND children.	Enter Football league and cup games. Enter Netball league and Netball festival. Enrole school for wide range of competitions across Key Stage 2 and Key Stage 1. Whole school competitive sports day. Competitions arranged in School houses. After school clubs to prepare for tournaments. Football and Netball clubs. Staff release time to attend festivals. Continue to be a partner school of SSFT.	More participation from KS1. All pupils given opportunity to represent school in competitive games. All pupils to take part in end of Year sports day. In Year groups – Houses take part in end of PE unit games.	Platinum school games mark. League results. Completion results for a range of activities. Sports calendar
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	More opportunities for KS1 including a tennis day. Increased participation in after school/lunch-time clubs.	Competitive sport is embedded at St Nicholas and with the support of SSFT we will continue to ensure that all pupils have the opportunity to be involved in competitive sport.	League and competition results. Registers. Virtual results for in house competitions.	Staff release time to attend events £1200 SSFT £2500 Football league £60 Netball league £60 Whole school fitness day £350 Equipment £1000 Admin £600 PE Subscription £45 Travel costs to attend events £200 Total £6015

Your objective: All pupils to meet the requirement in swimming



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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)	To ensure all Year 6 achieve the national curriculum standard.	Identify pupils who have not reached the standard in Year 5. Assess ability for pupils who join school in Y5/Y6 Provide funding for pupils who need top up lessons in Year 6.	All pupils will achieve the required level.	Swimming assessments. Teacher observations
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	3 pupils took up the offer of top up lessons.	St Nicholas School consider that it is a priority that pupils who leave primary school are competent swimmers.	2 out of the three who attended achieved the necessary standard.	£400