

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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<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	All primary children had the opportunity to access at least a terms swimming at the local leisure Centre. They have improved their water confidence and safety but cannot yet swim 25 meters.	Some children find this environment overwhelming and this impacted on their ability to engage meaningful in the activity as they found the transition difficult.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

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	Staff's engagement with the CPD opportunities have lead to increased confidence in developing skills and identifying skill progression.	
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The school have developed a culture and curriculum which prioritises play and movement throughout the day. We have assemblies such as big dance which encourage regulation and movement as an integral part of the day. Sensory circuits and movement breaks.	

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	The development of the sensory development aspect of the curriculum alongside occupational therapists and PE staff has increased the profile of movement and physical activity across the school. Pupils fine and gross motor skills have improved and this has enabled pupils to have more successes in a wider range of games and activities in their formal PE lessons.	Some pupils find physical activity and exercise uncomfortable from a sensory perspective so staff need to continue to develop ways to encourage them to be more physically active.
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	All of our children get a broad and balanced offer based on their pathway. Staff are innovative about how to encourage engagement and meet children's interests alongside encouraging them to try new sports and physical activities.	Some children have preferred activities or sports and find it hard to try new things and transition away from favored activities such as the swimming pool.
5. Increasing participation in competitive sport	Staff are working from each child's starting point to develop the skills for them to be able to participate in competitive sport. Turn taking, waiting and understanding rules is embedded in the curriculum. For those children who are able to access competitive activities opportunities are offered first in a familiar environment (academy, local leisure centre) and when they are ready at local venues such as Harvey Haddon. This includes small tournaments with local SEND schools up to larger participation with a number of schools.	For some children competitive sport is dysregulating, staff identify the function of this and support children to be able to manage these situations effectively.

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:
 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	Whilst children have not met this target all children have had the opportunity to swim in the local leisure Centre and in the summer term they accessed our Pop up pool for multiple sessions a week. Confidence has increased and some children are making small steps of progress towards swimming a recognised stroke.	Some children still lack confidence around water and need significant adult support and reassurance to access.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	N/A	N/A
3. Perform safe self-rescue in different water-based situations	N/A	N/A

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*

Your objective:



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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)	Develop lunchtime play provision to increase activity for all children. This will also support regulation and sensory needs of the cohort.	Provide specialist training around play and how to engage neurodiverse learners in movement and play by our school link Educational Psychologist. Provide motivating and engaging opportunities for children and deploy staff effectively to support these opportunities	More children showing Engagement in play during unstructured time. An increase in peer interactions or peers tolerating each other playing in the same space. More children moving purposefully to meet their sensory and regulation needs through movement.	Evidence for learning WOW moments and assessment books linked to PLG Goals.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are more regulated at playtimes due to the opportunities being more engaging and regulating. Pupils are now requesting particular activities using verbal communication or AAC. This has resulted in more children being active and learning to play new games and activated collaboratively.	The staff training has enabled staff to work with children in a different way to support their understanding of co operative play and so increase enjoyment and participation. There is no further investment needed and staff now have a embedded way of working	EFL progress towards PLG's	£600

Your objective:



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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 increase children's opportunity to access swimming and increase their water competency	Alongside our existing swimming offer in the community procure a 'Pop up Pool' with swimming teachers which can be based on site for the whole summer term.	All children given the opportunity to access a sustained and consistent period of swimming. Increased confidence in the water Increased swimming proficiency Increase self rescue skills Increased regulation	EFL entries
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	There has been significant improvement in pupils ability to independently access the pool, change into appropriate swimming kit and safely transition in and out of the water. Childrens confidence and water safety knowledge has significantly improved alongside their swimming proficiency.	School have budgeted to continue to buy in this resource from the internal budget moving forward.	Evidence for learning and PLG posts. Swimming board book, enrichment outcomes and data	£15000

Your objective:



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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 give pupils the opportunity to access high quality dance experiences whilst enabling staff to increase their confidence and skillset by working alongside high quality practitioners.	Source high quality and skilled practitioners (Dance Equation) who have a specialism in delivering inclusive dance. Timetable staff to work alongside the coaches to increase their confidence and subject knowledge of dance delivery.	Children accessing high quality, creative dance sessions increasing children's physical activity but also promoting engagement and a love for movement.	PE Evidence for learning, PLG goals around engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff have increase confidence to deliver dance and recognise the skill progressions within the activity. Pupils confidence to express themselves creatively and respond to music has also increased. Some pupils have also expressed that they do not enjoy this activity which actively supports our communication around expressing likes and dislikes.	The school internal budgets for next year will support this objective to continue on a smaller scale to further embed the progress already made	Evidence for learning posts and videos of performance, staff voice and pupil voice.	£8000

Your objective:



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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 children with competition opportunities both internally and in school	Engage with the Nottingham sports partnership. Allocate resources such as additional staffing and travel. Plan internal competition opportunities such as trial tournaments to prepare children for competition	Increased pupil confidence and more developed social skills around peers from other schools. A development of a passion and drive to want to access competition and an enjoyment to participate in a different environment. A deeper understanding of gameplay and tactics in a range of sports.	Evidence for learning and registers from competitions
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are enthusiastic, excited and inspired to represent themselves and the school in competition. They have increased confidence and have a wider breadth of experience having participated in sport in the community and at different facilities.	We have already planned some trust inter competition for next academic year and will continue to access Nottingham City Disability offer	Evidence for learning Posts	£1000

Your objective:



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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)	Enable children to access activities which develop lifelong skills that promote physical activity such as cycling and the use of scooters.	Make sure children have access to a wide range of physical activity opportunities at break and play times alongside explicitly teaching the skills to use this equipment within the curriculum	More children independently making choices to move and be physically active in their choice time at school. Parents reporting that children can use the skills learnt and transfer these into the community or home.	Parental Voice, student voice and Evidence for learning posts.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Parental survey feedback states that more children are accessing activities such as cycling in their local community. There is increased engagement at break times with equipment such as the trampolines and scooters and as a result children are using energy more productively and presenting as more regulated afterwards.	Staff CPD around play and specific CPD around sports such as cycling and the use of scooters means that this a model that can continue with limited financial implications moving forwards.	PE and play curriculum planning documents, Evidence for learning post and parental feedback surveys	£3000

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