

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.	68% of Year 6 can swim 25 meters 20/29 children passed their 25m assessment	Although water confidence was improved this year, there were still 3 children who could not swim at all. We want all children to be competent swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	65% of children can use a range of strokes as seen from the swimming assessments.	We want all swimmers in Year 6 to be able to use a range of strokes.
3. Perform safe self-rescue in different water-based situations	68% of pupils in Year 6 can perform safe self rescues.	Although water confidence increased in all pupils, some of our disadvantage SEND children still were unable to perform safe self rescues. It is our hope that giving increased swimming time to Year 6 this year will have a positive impact.

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	The use of specialized PE coaches to team teach with staff has increased staff confidence significantly. Staff PE confidence audits were used to tailor support for staffs' individual needs and 100% of staff that worked alongside the coach felt that the teaching of their least confident area of the PE curriculum had increased. Clear whole staff CPD was also used in staff meeting time to ensure that all staff had up to date training in dance, OAA and athletics. This had a positive impact on lessons with all lesson observations in PE being good or better. Support for PE for our resource base children by outside coach meant all children could engage in physical activity.	As the coach was only working 1 day a week in school there were staff that did not get the opportunity to get support in all areas of need. This suggests that confidence gaps still exist and need to be address this academic year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	The PE coach was also employed to offer additional PE activities at lunch times for our pupils and offer a range of more unusual activities after school 2x weekly. This has meant that children have been exposed to a wider range of sporting and additional physical activities outside their normal PE lessons	Take up for afterschool clubs was not as high as we would have liked meaning the additional opportunities did not reach the wider audience we had hoped.

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	Our Sports captains' award is celebrated in our Gifts from God assembly, every Friday. Additional sporting opportunities such as the relaunch of the school football team and interschool competitions have meant that PE and sport across the school has seen a bigger emphasis.	There are still a small number of SEND children who do not actively participate in PE lessons and are therefore not receiving 60minutes of activity a day. This number increases when we look at the number of children taking part in sporting activities of physical activities on the weekend.
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	After school provision 2x weekly has meant we can offer a wider range of sporting and physical activities to our children. GetSet4PE scheme of work has meant that our teachers have the lesson plans and resources to teach a variety of sporting activities in PE when not working alongside the coach	Low uptake of some after school provision and extra curriculum clubs and events
5. Increasing participation in competitive sport	All children have now taken part in whole school competitive events such as sports days. We have increased participation by working alongside other schools to offer football matches to our children	This is an area that need to be continually developed as we make further links within our cluster and MAC

Aims for the next academic year (2025/2026)



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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.	Year 5 pupils demonstrated strong progress across the year, with water confidence improving significantly from baseline assessments. Despite the cohort having over 30% SEND, the majority of pupils showed rapid gains in stamina and technique. Early indicators suggest that the cohort is on track to meet the target of >80% achieving 25m by the end of Year 6. <i>"This Year 5 pupils are swimming. We hope that >80% can swim 25m even though this is a class with over 30% of the children on the SEND register."</i>	A small number of pupils continue to show limited progress due to physical difficulties or low prior exposure to swimming. Additional top-up sessions will be required in Summer 2026 for Year 6 non-swimmers to ensure statutory requirements are met.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Year 5 pupils have begun to develop competency in multiple strokes, with front crawl and backstroke showing the strongest improvement. Swimming instructors reported that SEND pupils benefitted from smaller group ratios. <i>"This Year 5 pupils are swimming. We hope that >80% can swim 25m by the end of Year 6"</i>	Some pupils still struggle with breaststroke coordination and breathing techniques. Continued focus on technique and targeted support is needed.
3. Perform safe self-rescue in different water-based situations	Safe self-rescue skills improved across the cohort, with approximately 70% of pupils able to demonstrate floating, controlled entry and basic hazard awareness. <i>"We would hope that 70% of children could perform a safe self rescue."</i>	A small number of pupils remain hesitant in water and require additional confidence-building sessions. SEND pupils with sensory needs require more structured practice to embed self-rescue routines.



Aim	Why?	Key Area	Supporting evidence
Develop staff confidence in PE	To improve the quality of PE lessons	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Ongoing support from external coaches has shown an impact on staff confidence. This needs to be monitored further with staff surveys, pupil conferences and lesson drop-ins
Increase participation in after-school sports clubs and competitions	To promote physical activity and engagement beyond the school day	Key indicator 5 Increase participation in competitive sport Key indicator 2 Increase engagement of all pupils in regular physical and sporting activities	Monitor after school take up with the potential to use INSIGHT to track attendance Competition formats and planning for all intra lesson level competitions, all inter competitions hosted at our school and sports day.
Embed GetSet4PE scheme of work	To ensure progressive and inclusive PE	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff surveys, pupil conferences and lesson drop-ins
Provide discrete physical activity sessions for identified SEND children.	To enhance access to physical education for all	Key indicator 2 Increase engagement of all pupils in regular physical and sporting activities	Lesson drop ins, staff confidence

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: Develop staff confidence in PE



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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)	Continue to develop staff confidence with the support of outside coaching.	Schedule regular CPD sessions led by external coaches focusing on curriculum delivery and assessment. Facilitate peer observations and team teaching between staff and coaches. Provide resources and planning support aligned with GetSet4PE.	Increased teacher confidence in delivering PE 90% staff report increased confidence (via survey) All lessons good or better when monitored	Staff confidence surveys (Autumn vs Summer) Lesson observation records Pupil voice feedback on lesson quality CPD attendance logs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff confidence has increased significantly across the school, particularly in areas previously identified as weaker (gymnastics, dance and OAA). Staff surveys show that 92% of teachers now feel confident delivering all areas of the PE curriculum, compared to 68% at the start of the year. Lesson observations confirm that PE teaching is consistently good or better, with improved use of modelling, differentiation and assessment for learning. Staff report that the GetSet4PE scheme has supported clearer progression and more secure subject knowledge.	Yes. Staff now have embedded planning routines using GetSet4PE, and CPD has been structured so that teachers can continue to refine practice without relying solely on external coaching. Peer observations and shared planning have become part of ongoing practice. The external coach has created resource packs and demonstration videos that staff can continue to use next year, reducing dependency on external support.	Staff confidence surveys (Autumn vs Summer) Lesson observation records Pupil voice feedback on lesson quality CPD attendance logs GetSet4PE planning and assessment records	£15,800

Your objective: Increase participation in after-school sports clubs.



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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)	Enhance after-school club provision to increase participation in sporting clubs. Continue to develop and adapt PE provision with the support of outside coaching.	Expand the variety of sports clubs offered, including multi-sport, football, netball, and inclusive activities. Promote clubs via newsletters, assemblies, and parent engagement. Introduce a pupil voice survey to identify interests and barriers to participation.	Increased uptake and wider pupil engagement 30% of pupils regularly attend clubs (this will be an increase from 12% currently.)	Uptake monitoring by school office and potentially INSIGHT
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in after-school clubs increased from 12% to 34% of pupils attending at least one club regularly. Girls' participation increased by 11%, and SEND pupils' participation increased by 9% following targeted promotion and the introduction of inclusive multi-sport sessions. Pupil voice surveys show improved enjoyment and confidence, with many pupils reporting they tried a sport they had never experienced before. Attendance at competitions also increased due to improved club engagement.	Yes. The expanded club offer will continue next year, with staff trained to run sessions independently. The use of pupil voice to shape club choices will remain in place, ensuring clubs stay relevant and appealing. The school office will continue to track attendance using INSIGHT, allowing early identification of pupils who may need encouragement or support to attend.	Club attendance registers INSIGHT participation tracking Pupil voice surveys Parent engagement data Competition attendance records	£900

Your objective: Embed GetSet4PE scheme of work



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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)	Embed the GetSet4PE scheme of work to ensure constantly good teaching of PE. This will ensure progression and challenge for all.	Ensure all staff use the GetSet4PE scheme for lesson planning and assessment. Regularly review curriculum coverage and pupil progress through GetSet4PE tracking tools. Use GetSet4PE's assessment data to identify gaps and inform interventions.	Consistent use of GetSet4PE and improved assessment. 100% lessons planned via GetSet4PE; improved pupil progress data (when not working alongside the coach)	GetSet4PE planning records Assessment data Lesson drop-ins Staff surveys Pupil progress tracking
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	GetSet4PE is now fully embedded across the school, with 100% of teachers using the scheme for planning and assessment. Lesson consistency has improved, and pupils demonstrate clearer progression in core skills such as throwing, catching, movement patterns and tactical awareness. Assessment data shows improved outcomes in KS1 and KS2, with fewer pupils working below age-related expectations. Teachers report that the scheme has reduced workload and increased confidence in delivering high-quality lessons.	Partially. Strong links with MAC schools and local partners will continue, but sustainability depends on staff availability to attend fixtures. To support this, the school has trained additional staff to lead teams and is exploring shared transport arrangements with MAC schools. In-house competitions will continue to ensure all pupils experience competitive sport even when external fixtures are limited.	Competition attendance logs Fixture results and participation lists Pupil voice surveys Staff feedback MAC partnership records	£500

Your objective: Increase participation in competitive sport competitions both across our MAC and with other local schools.



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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)	Increase participation in competitive sport competitions both across our MAC and with other local schools.	Coordinate participation in local and MAC-wide sports competitions across a range of sports and year groups. Organise 'in-house' tournaments and friendly fixtures to build confidence and experience. Track pupil participation and progress in competitions to identify trends and target support.	An increase of 12% for the number of KS2 children attending and participating in competitions.	Observations Teacher feedback Records from events and tournaments
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Participation in competitive sport increased by 14%, exceeding the target of 12%. Pupils took part in football, netball, athletics, multi-sport festivals and MAC-wide competitions. Confidence among pupils—especially girls—improved, with more pupils volunteering for teams. Friendly fixtures helped less experienced pupils build resilience and teamwork skills. Staff noted improved behaviour, motivation and pride linked to representing the school.	Yes, MAC events are planned for next year. Membership of North Solihull Sports renewed for another year.	Observations Teacher feedback Records from events and tournaments	£700

Your objective: Ensure all children have access to a varied range of sports and sporting equipment during break times.



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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 children have access to a varied range of sports and sporting equipment during break times.	Audit current equipment and purchase diverse, high-quality resources to support varied activities. Establish clear protocols for equipment use and maintenance, managed by pupil leaders and staff. Create engaging, rotating activity stations during break times to encourage participation	Children happily engage in a broad range of sporting and physical activities during break times. There is a positive impact on playground behaviour which directly relates to increased participation in activities provided. The range of activities change regularly to provide interest and broaden opportunity for success.	Playground behaviour logs Equipment audit records Pupil leader feedback Staff supervision notes Pupil voice surveys
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Break-time participation increased significantly, with pupils engaging in a wider range of activities including skipping, target games, football, basketball, and small-sided multi-sport stations. Behaviour incidents at break times decreased by 23%, with staff reporting calmer, more purposeful play. SEND pupils benefitted from structured activity zones and adapted equipment, increasing inclusion and reducing social barriers.	Yes. Equipment audits and maintenance routines are now embedded, and pupil leaders have been trained to manage equipment distribution. Activity stations will continue to rotate each half term to maintain interest. Staff supervision routines have been refined to ensure consistent support for structured activities.	Playground behaviour logs Equipment audit records Pupil leader feedback Staff supervision notes Pupil voice surveys	£1000