

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)



- 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.

<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	78% of Year 6 pupils. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher. Targeting weak swimmers or pupils who could not swim being taught by the strongest swimming coach.	Tracking weaker swimmers from Year 3 onwards and providing top up lessons. Would like to increase this to 90% Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	78% of Year 6 pupils. Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Tracking weaker swimmers from Year 3 onwards and providing top up lessons. Would like to increase this to 90% Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.
3. Perform safe self-rescue in different water-based situations	82% of Year 6 pupils Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.	Tracking less confident swimmers from Year 3 onwards and providing top up lessons. Would like to increase this to 90% Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with 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	The introduction of a qualified cricket coach increased the confidence of teachers to develop pupils' skills and knowledge of competition in this sport. External coach delivered dance and gymnastics lessons to 4 KS2 classes with the class teacher team teaching alongside. Staff feedback indicated that the confidence of all these teachers improved. Pupil feedback demonstrated that they enjoyed lessons being taught by external providers.	Teacher feedback has indicated that they would like some further support with the planning and delivering outdoor PE lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All pre-school, reception and KS1 pupils experienced Forest school for 12 half day lessons. The introduction of a sports coach at every lunchtime across the week ensured all pupils were targeted to take part in additional physical activity. The aim for these lessons was to provide pupils with ideas and games to play independently. Early morning gymnastics and dance club (see area above) before school was very well attended. Inspired by dance being taught well in the curriculum. An external Dance teacher provided lessons which resulted in these pupils performing at an inter school's competition.	Need to increase the number of pupils who attend an after-school sports activity. Very few boys attending dance and gymnastics club. Only a few girls attending dodgeball club.

Review of the last academic year (2024/2025)



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YOUTH
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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	Weekly PE award presented in our achievement assembly. Assemblies delivered on inspiring athletes and dancers breaking down gender stereo types. Changing the annual sports day to include more athletic competitive 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	Dodgeball after school club proved very popular for the boys. A group of boys volunteered to be part of the school's inter school dance competition. The first time this has happened. Timetabling the football pitches at break and lunchtimes to allow girls to use the pitch has increased participation by 200%. Boys and girls now play alongside each other naturally at other times. All Year 6 pupils attended an outdoor and adventurous residential. Pupil premium pupils were given financial support to attend.	Although there is equal access to all clubs there is still a girl gender bias towards dance and gymnastics. (Attendance at clubs register)
5. Increasing participation in competitive sport	30% of Years 5 and 6 pupils attended an inter school sports competition. 100% of KS2 pupils attended one of the local sports festivals held at the local secondary school.	There is a need for more children across all year groups to attend an inter school competition. Need to experience a greater range of competitions.

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*

<u>Swimming and Water Safety</u>	What went well in 2024/25? New aims? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	At least 78% of pupils can swim at the end of Key Stage 2 Aim for 90% for 2025/26	Top up swimming necessary following a baseline assessment. Provide CPD for accompanying staff to support swimming outcomes. Track pupils in Years 3, 4 and 5 to consider future top up lessons. Engage with these parents.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	At least 78% of pupils can use a variety of strokes. Aim for 90% for 2025/26	See above
3. Perform safe self-rescue in different water-based situations	At least 82% of pupils can perform a safe rescue Aim for 95% for 2025/26	See above

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	A PE Coach/HLTA delivered 50% of the PE lessons. Therefore, some teachers have not been planning and delivering as much PE lessons in recent years, particular outdoor sports.	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Staff feedback has indicated that teachers would like support with planning and delivering outdoor sports.
To increase the physical activity for pupils and provide pupils with ideas and games that they can play that involve physical activity.	A large percentage of pupil's lifestyles is more sedate with gaming a popular past time. Pupils are not playing outside in the evenings and weekends out of school as much as in previous years. Girls are less active, particularly if they don't attend a sports/dance club outside of school time.	2. Increasing engagement of all pupils in regular physical activity and sporting activities	Observations at play and lunchtimes indicated that groups of pupils were less active. These observations showed that children have limited ideas and imagination to create games.
Increase the percentage of boys attending dance and gymnastics. As well as increase the number of girls playing more competitive sports.	There is still a gender stereotypical attitude to sports that boys and girls can participate in. There is also the need to increase the confidence of some pupils who might not be as able with sports but still need to identify some physical activity that appeals to them.	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	Attendance at clubs' registers.
To increase the number of girls and less physically active boys to attend inter sports competitions or join in during play/lunchtime active sports games.	There is a need to raise the confidence of some pupils to encourage them to keep physically active throughout their lives. There is a need for some pupils, particularly boys to feel that they belong.	5. Increasing participation in competitive sport	Tracking records of inter school sports competitions. Behaviour observations and pupils' voice.

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*

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 (Complete now and monitor)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. TAs to be provided with training to support active play at break and lunchtimes Engage with Dance East online live lessons. Ensure Complete PE annual membership is paid to ensure teachers can access HQ planning and supporting resources. Purchase of a scheme of work Training delivered to maximise the use of our scheme of work. Teachers to develop an awareness of how to modify planning to support all learners.	80% of pupils are working at age related expectations in PE. All teachers acknowledge that their confidence has grown planning and delivering HQ PE Evidence from observations and learning walks indicate that most pupils are actively engaged during PE lessons.	Staff feedback and pupil voice. Annual reports summative assessments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£1000

Increase physical activity levels



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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 the number of pupils who are attending school after school sports clubs or engaged in clubs outside of the school. To see more pupils initiating their own active games during break and lunchtimes.	Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders. Employ a sports coach to promote activity during lunchtimes. Equipment and resources to be purchased for facilitation of activity with playleaders and independent active play. Employ a lunchtime coach to promote physical activity.	Good numbers attending the before and after school sports clubs. Majority of pupils playing active games during the week at break and lunchtime. Pupils initiating their own games.	Club registers. Feedback from the lunchtime sports coach and other staff on duty. Pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£9500

Raise the profile of PE and physical activity



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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 raise the profile of physical activity with pupils. Promote the importance on physical and mental health and help pupils to identify activity that they enjoy. Remind the pupils that you don't have to be talented at a sport to keep fit.	Try to ensure as many pupils as possible in the school either attend an inter school sports competition or a festival. Provide a broad range of before and after school clubs. Be part of the Anglian Learning sports partnership which offers a broader range of sports and festivals. Use assemblies to celebrate success and promote different sporting activities Lunchtime sports coach to introduce games to pupils. Year 6 play leaders to support KS1 pupils to play games. Track the activity of all pupils but disadvantaged and SEND focus. All EY and KS1 pupils to experience forest school outdoor activity	An increased attendance at clubs by 20% on previous years. At least 50% of disadvantaged and SEND pupils attending a club or represented the school for a festival or inter school competition. Play leaders recreating games they have been taught by the lunchtime sports coach with the younger pupils. All EY and KS1 pupils to develop their confidence, language and physical activity when interacting with the outside environment.	Club registers. Disadvantaged tracking tool. Anglian Learning Sports Alliance participation registers
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£6700

To ensure equal access to sport for all the different cohort groups.

	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 there is equal access to physical activity and sport while striving for a greater balance of genders taking part in physical activities. Increase the participation of disadvantaged and SEND pupils attending clubs or actively taking part in lunchtime play.	Attend boys, girls and mixed competitions. The lunchtime coach to use timetables ensuring all classes are supported to play games. Use pupil voice to understand what clubs would appeal to children. Use assemblies to breakdown gender stereotypes. Ensure pupils with SEND are part of competitions or festivals. Timetable the use of the playground and football pitches to allow different cohorts to have protected play.	See a greater gender balance for each club and participating at break and lunchtime. 50% of pupils in KS2 have attended an inert school's sports competition. 80% of pupils in KS2 have attended a sports festival. 50% of SEND and disadvantaged pupils have attended a sports competition or festival.	Anglian Learning Sports Alliance participation list. Clubs' registers. Feedback from the sports coach and lunchtime staff.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£600

Strive to ensure all pupils meet the minimum 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)	Swim competently, confidently and proficiently over a distance of at least 25 metres. To ensure tracking of pupils earlier and targeting pupils who are at risk of not swimming the required distance.	Undertake baseline assessments and continue to track pupil's progress. Provide CPD for staff supporting the swimming teachers to improve the quality of their swimming teaching. Ensure the professional swimming teachers target and support the weaker swimmers. Consider exploring top up swimming lessons for pupils.	Our aim is to increase the number of children achieving curriculum requirements by the end of the summer term. At the end of year 5, 70% of pupils could swim 25m and use a range of strokes effectively. Now they are in year 6, we predict that through top up swimming, this will increase to 90%	Swimming assessment reports.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£500