



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



Commissioned by



Department
for Education

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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.

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>26% achieved this.</p>	<p>Our Swimming year is Y4. Numbers are based on last year's (2025) Y6 swimming. Our swimming data is currently not in line with national standards and there are varying factors that have attributed to this: A high percentage of our children have very little or no previous swimming experience before school swimming. A high percentage of our children have poor attendance, especially on swimming days and therefore did not get consistent coaching. Between their time in Y4 to Y6, the cohort had a high number of transient children who either left before completing or joined us late and missed elements of the course. The children attended swimming lessons for 3 terms, not the statutory amount of 1 term, to provide them with further opportunity to swim 25m.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>11% achieved this.</p>	<p>Our Swimming year is Y4. Numbers are based on last year's (2025) Y6 swimming. Our swimming data is currently not in line with national standards and there are varying factors that have attributed to this-see above.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>9% achieved this.</p>	<p>Our Swimming year is Y4. Numbers are based on last year's (2025) Y6 swimming. Our swimming data is currently not in line with national standards and there are varying factors that have attributed to this-see above.</p>

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?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Direct collaboration and modelling by the PE specialist one day per week has significantly enhanced the standard of PE instruction. Teachers and support staff have benefited from observing high-quality practice and receiving real-time, actionable feedback during co-delivered lessons. This has directly translated into increased staff confidence in planning and executing activities that effectively meet specific learning objectives, ensuring a consistent delivery of high-quality PE across the curriculum.</p> <p>The specialist effectively integrated support into break times by working with targeted pupil groups to develop crucial social skills. By actively modelling exemplary communication, teamwork, and social interaction, the specialist has directly supported the school's OPAL play approach. This targeted intervention has produced measurable benefits, including a reduction in negative behaviour incidents during unstructured time and an improved state of readiness to learn among participating pupils upon classroom re-entry.</p> <p>Leveraging a broad skillset, the PE specialist has successfully broadened the scope of after-school provision. This has exposed pupils to diverse physical experiences, such as tri-golf, dodgeball and table tennis which they would otherwise lack access to, thereby enriching their overall physical education portfolio.</p>	<p>Some newer staff still need continued CPD this coming year.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Tangerine Tots provided PE lessons for our EYFS pupils. The children demonstrated significant improvement in fundamental gross motor skills over the year. This enhanced proficiency is foundational and will enable them to successfully engage with and master more complex skills required for future participation in sporting activities. We have facilitated this by providing a wider enrichment offer with clubs hosted by Gateway staff and external providers- Alan Williams-PE coach, Blackpool Football Club and the Rugby and Reading Programme.</p>	<p>We would like to see all children engage in an extra-curricular sporting activity of their choice.</p>

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?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>We have facilitated this by providing a wider enrichment offer with clubs hosted by Gateway staff and external providers- Alan Williams-PE coach, Blackpool Football Club and the Rugby and Reading Programme. We have also been able to facilitate the provision of a Girls' Football Team and Boys' Football Team who have competed regionally and this has helped to raise the profile of PE and sport across the school.</p>	<p>Would like to use our Sports Captains for greater effect in raising the profile of PE and Sport.</p>
<p>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</p>	<p>Through our funding we have been able to expose children to sports and activities that they may not otherwise have been exposed to outside of school. This has engaged the children in a variety of sporting activities and increased their physical activity levels and exposure to competition. These clubs have all been open to children of both genders and have been attended by a high number of pupil premium children. We have facilitated this by providing a wider enrichment offer with clubs hosted by Gateway staff and external providers- Alan Williams-PE coach, Blackpool Football Club and the Rugby and Reading Programme.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>Due to the funding, select children have been able to attend 21 competitive events against schools in our local area. This includes football, dodgeball, athletics, dance, tag rugby, badminton and orienteering. The children learn valuable life skills such as teamwork, communication and sportsmanship, in addition to potentially finding a sporting activity which they will continue in their adult lives.</p> <p>The "Fit to Go" program provided a vital opportunity for students to compete against peers from other schools. Furthermore, this engagement facilitated positive interaction with students from external schools and included educational components focused on adopting a healthier lifestyle.</p>	<p>We would love more children to be able to attend competitions but staffing is our restraint as we have limited spare staff cover staff to backfill when staff are offsite at competitions.</p>

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	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

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>PE Specialist Full day</p>	<p><i>Supporting class teachers with the planning and delivery of PE targeting specific CPD requirements</i> <i>Training of teaching assistants to lead organised and structured play</i> <i>Lunch and after school club</i> <i>Supporting PE lead with the planning and delivery of the new curriculum</i> <i>Support in applying for bids to enhance the school's PE facilities</i></p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Direct collaboration and modelling by the PE specialist have significantly enhanced the standard of PE instruction. Teachers and support staff have benefited from observing high-quality practice and receiving real-time, actionable feedback during co-delivered lessons. This has directly translated into increased staff confidence in planning and executing activities that effectively meet specific learning objectives, ensuring a consistent delivery of high-quality PE across the curriculum.</p> <p>The specialist effectively integrated support into break times by working with targeted pupil groups to develop crucial social skills. By actively modelling exemplary communication, teamwork, and social interaction, the specialist has directly supported the school's OPAL play approach. This targeted intervention has produced measurable benefits, including a reduction in negative behaviour incidents during unstructured time and an improved state of readiness to learn among participating pupils upon classroom re-entry.</p> <p>Leveraging a broad skillset, the PE specialist has successfully broadened the scope of after-school provision. This has exposed pupils to diverse physical experiences, such as tri-golf, dodgeball and table tennis which they would otherwise lack access to, thereby enriching their overall physical education portfolio.</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Y4 Swimming	<p><i>Swimming lessons for all children in Y4 at Palatine Leisure Centre</i></p> <p><i>All children to confidently swim 25m unassisted</i></p> <p><i>All children to know basic water safety skills</i></p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p>	<p>Swimming is a vital life skill that all children should have the opportunity to learn, especially living so close to the coast. This is for children to be able to confidently swim 25m unaided before leaving primary school.</p> <p>The childrens' achievements in Year 4 from the end of the academic year 2024/2025:</p> <ul style="list-style-type: none"> - Swim 50m without buoyancy aids - 13% - Swim 25m without buoyancy aids - 13% - Swim 10m - 39% - Swim 5m - 80% - Swam no distance - 20% <p>Award 1 - 96%</p> <p>Award 2 - 78%</p> <p>Award 3 - 72%</p> <p>Award 4 - 13%</p> <p>Award 5 - 13%</p> <p>Award 6 - 11%</p> <p>Safe self rescue - 11%</p> <p>Aquatic skills award 13%</p> <p>Advanced award 7%</p>

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>Blackpool Football Club involvement.</p>	<p><i>Tangerine Tots - Focusing on children in Early Years to progress in their physical development. Unstoppable year 6 reading programme. Fit 2 Go programme. Greater engagement from pupils due to BFC involvement.</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>The children demonstrated significant improvement in fundamental gross motor skills over the year. This enhanced proficiency is foundational and will enable them to successfully engage with and master more complex skills required for future participation in sporting activities.</p> <ul style="list-style-type: none"> • Students engaged with the "Unstoppable" novel and participated in collaborative work with Blackpool Football Club. These initiatives were designed to support the transition to high school and foster increased independence. • Class teachers received Continuing Professional Development (CPD) training specifically on the 'Unstoppable' material to integrate the concepts more broadly across lessons, thus deepening student comprehension. • The "Fit to Go" program provided a vital opportunity for students to compete against peers from other schools. This promoted the development of confidence, teamwork, and sportsmanship. • Furthermore, this engagement facilitated positive interaction with students from external schools and included educational components focused on adopting a healthier lifestyle.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
<p>Enrichment activities –to offer a wider range of enrichment activities to meet more pupils’ interests.</p>	<p><i>Support sessions with an external person to challenge physical skills and competitiveness skills.</i> <i>Reading and Rugby Program</i> <i>Sports Competitions in the local area</i></p> <p><i>To engage more pupils in PE and sports.</i></p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport</p>	<p>Through our funding we have been able to expose children to sports and activities that they may not otherwise have been exposed to outside of school. This has engaged the children in a variety of sporting activities and increased their physical activity levels and exposure to competition. Due to the funding, select children have been able to attend 21 competitive events against schools in our local area. This includes football, dodgeball, athletics, dance, tag rugby, badminton and orienteering. The children learn valuable life skills such as teamwork, communication and sportsmanship, in addition to potentially finding a sporting activity which they will continue in their adult lives.</p>

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

	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 develop staff confidence in delivering PE lessons.	To hire a PE specialist for a full day once per week to lead PE lessons alongside staff and also lead after school clubs with them.	Supporting class teachers with the planning and delivery of PE targeting specific CPD requirements. Training of teaching assistants to lead organised and structured play. Lunch and after school club delivery. Supporting PE lead with the planning and delivery of the PE curriculum. Support in applying for bids to enhance the school's PE facilities.	
	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	£9380

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 engage all Year 4 pupils in swimming lessons for the whole of Year 4.	Teaching Staff will need to be poolside trained and encourage resilience and confidence in swimming and to safeguard children effectively. Swimming lessons for all children in Y4 at Palatine Leisure Centre. Transport to swimming where needed.	Increased number of children to confidently swim 25m unassisted by the end of the year. All children to know basic water safety skills. Living so close to the sea we want to feel confident that our children know what to do if they get into danger in the water.	Increased number of pupils achieving the 25m award and the other key milestone markers. Recorded logs on Swimphony.
	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	£5,700 to fund the additional sessions on top of the basic 1 term offer.

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 widen further our enrichment offer to increase the percentage of pupils engaging in physical after school clubs and participating in sporting competitions.	Support sessions with an external person to challenge physical skills and competitiveness skills eg Reading and Rugby Programme. Wider range of internally provided clubs with a greater range of sports to choose from. Liaison from PE lead with local groups/ sports coaches to ensure we are included in circulars for competitions. Transport provision to attend the competitions.	A higher number of children attending sporting extra-curricular clubs through choice. A higher number of children participating in sporting competitions.	Comparisons of club registers from 2024-2025 to 2025-2026. Parent and pupil feedback. Greater attendance at sporting competitions.
	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	£700

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 engage children in PE and Sports more effectively through a partnership with Blackpool Football Club.	Tangerine Tots coming in to deliver weekly sessions for EYFS - Focusing on children in Early Years to progress in their physical development and develop EYFS teaching of PE. Unstoppable Year 6 reading programme-linked to healthy choices. Y4 Fit 2 Go focusing on living a healthy, active lifestyle. Weekly sessions incorporating both theory and practical based sessions. Attendance at a Fit2Go festival at the end of the term.	Increased EYFS staff confidence when delivering PE. Engagement in sports from an early age. Children recognizing healthy choices they can make and how to keep themselves safe and fit.	Add text here
	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	£3,000 (partial amount of the total = £3,560)