



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



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Department
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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	100% completed Stage 5 including (6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8) 50% further completed Stage 8. Our chosen swimming provider.	In comparison to the year before the percentage of swimmers improved from 91% to 100%. The children were confident within their swimming and could swim over 25 metres so this is N/A.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	100% completed Stage 5 including (6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8) 50% further completed Stage 8. The swimming provider sent us a rundown of where the children were working at, at the end of the year.	N/A
3. Perform safe self-rescue in different water-based situations	100% completed Stage 5 including (6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8) 50% further completed Stage 8.	N/A We will continue to work with our current swimming provider as we have had an excellent experience with them so far in them supporting our children.

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	CPD on using PE Passport- Staff received some training from Lee Cadwallader to help support them in how to use PE passport effectively. Staff development- We also had Lee from Wyre and Fylde working with the Teachers for a few weeks at a time/a unit to help them with their development. The teacher's would observe Lee, pick up ideas, tricks and then put them into their own teaching. Fleetwood Town came into school to help run some of our after school clubs, staff would shadow and support learning as they went along. Often they would then have to run the clubs themselves (Football, Athletics).	PE can sometimes be a tricky subject for staff to teach as certain units are more difficult than others/less enjoyable to certain people (gymnastics, dance). It is also difficult if not very sporty/having a strong awareness of sport and the different rules.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Attending lots of competitions and tournaments including Football, Athletics, Tag Rugby, Swimming gala. A Variety of after school clubs to suit everyone's needs. Percentages were high especially in Autumn and Spring. A whole week dedicated to sport- Sports day, rowing competition, Mile run, guest speakers, Dance performances, working in houses. Promoting the active mile for each class.	Ensuring that our PP children and SEND that we have a high percentage of them accessing clubs. It can be difficult as it is up to parents if they want to send them to an after school club/competition. We have a variety available but sometimes they choose to not access them.

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	PE over the last few years has become a big part of our school and our curriculum. Our aim is to ensure children have a love for PE and sport and are not afraid to take part. We have introduced a variety of clubs that allow children of all abilities to access. We attend multiple competitions out of school, swimming lessons weekly and swimming galas, Dance competitions, as well as bringing in a variety of outside companies to come into school for clubs, sports week etc.	N/A- Our percentages for clubs has risen, attendance of competitions and children are starting to show more enjoyment during PE lessons, especially in the summer term when it comes to PE outside.
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	Key indicator 4- Broader experience of a range of sports and activities offered to all pupils. Key indicator 2- The engagement of all pupils in regular physical activity. Key indicator 3- Raising the profile of sport across the school to support school improvement. Key indicator 5- Increased participation in competitive sport.	In Summer term we noticed a decline in the percentage of children wanting to take part in after school clubs. When questioned a lot of the children said it was because they already attend clubs out of school.
5. Increasing participation in competitive sport	Increase in the amount of children attending extra curricular activities. An increased interest in physical activity outside of school. Increased percentage of children attending extra curricular particularly targeted at children who do not access physical activity outside of school. An increase in the amount of children taking part in physical activity at break times.	N/A- Children were wanting to take part in outside competitive competitions and the percentage had increased from last year.

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	90.6% of children passed their swimming and confidently passed the National Curriculum Standards. Our children and staff work really well with our chosen swimming provider. The provision they provide is bespoke to our children and school. Timetables are adapted to support different learners.	2 learners were given the opportunity to extend their sessions in order to give them more time to pass however parents would not give consent for them to do this. 1 learner was progressing well but did not have the time to develop their skills in order to pass.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The swimming provider sent us a rundown of where the children were working at, at the end of the year in details. All children were able to swim using a range of strokes.	

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Continue with PE passport to support new teachers in developing small step planning including the implementation of the fundamental movement skills in KS1 and EY.	All teaching and support staff with planning and delivering activities. The plans give teachers some guidelines and relevant CPD notes which will support them in their small step planning as well as how to adapt their lessons in line with the STEP approach.	Key indicator- 1,2,4	Teachers and support staff teaching PE have more confidence planning the relevant next steps for their class. The assessment of PE will continue to develop and evolve where physical evidence of children completing activities will be seen on the passport. Evidence can then be used to monitor the effectiveness of PE.
Reorganise the PE equipment and storage to ensure easier access.	Teachers, children and sports leaders will have easier access to the equipment making it easier to set up and put away during lessons. There will also be a wider range of throwing and catching equipment which will support children in developing their fundamental movement skills. Various size balls of different shapes are required to be able to do this. Gymnastics equipment is also outdated and needs replacing- currently unsafe to use.	Key indicator-1	Observe equipment being used effectively when monitoring PE lessons. Share best practice during monitoring meetings so that good examples are not lost.
To encourage girls to participate in physical activity in KS2. Develop extra curricular activities based around children's interests including dance, cheerleading and football.	Girls (in particular Y5/6) are becoming reluctant to take part in physical activity in and around school. By sticking with the children's interest in dance we can encourage more children to take part in physical activity during lunch and break times.	Key indicator- 2	Cheerleading club to be held at lunchtime which will eventually be run and lead by the girls. Children to be provided with opportunities to perform their cheerleading in front of an audience.

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:



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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 our lunch playtimes to prevent children mis-behaving/boisterous behavior (this will also prevent injuries and people being hurt) and to encourage more teamwork, participation in sport and to give our house captains some independence in their roles. <i>2. Increasing engagement of all pupils in regular physical activity and sporting activities</i>	Providing the children with more choice of equipment and allowing them to work together or individually to come up with ideas of playground games. Start a games club in the hall which will benefit our less sporty children, SEND.	Less accidents at playtime as well as better behavior, particularly from the boys.	Lunchtimes are now running much smoother with our movement zone and more choice of equipment such as skipping ropes. The Sports captains have the opportunity to set up activities such as dodgeball and rounders.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have allowed the sports captains to select some equipment which the sports funding has been used to buy. This has then enabled them to set up activities each lunch time on the playground to keep the children entertained. We have noticed playtimes are now much quieter in regards to falling out, children hurting themselves. We have also seen more enjoyment in the children's faces and less boredom.	The improvements are sustainable as long as we have the money to be able to buy and replace equipment. If there is no equipment the children struggle to come up with ideas of games and things to do which can then turn into boredom, causing them to misbehave.	Games club is extremely popular and runs most lunchtimes in the hall. Each class has a rota to show which children will be attending it each day to ensure everyone gets the opportunity. Year 5 children have put themselves forward to become sports captains in Year 6 as they would like to be able to set up activities at playtimes for the rest of the school.	Equipment bought over the year for playground— Approx £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)	PE passport to be used effectively and staff to find it easier to support them during their PE lessons for uploading evidence etc. Possible training again/Ask Jess Squires to come into school for a staff meeting. 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Potentially seek more training- Lee Calwallader or Jess Squires to come in and speak to the staff regarding this.	Staff having more confidence when using the app and knowing all the different features they can access.	Staff voice and feedback- Sometimes struggle knowing how to upload evidence, wording of lessons in units etc.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff now have a stronger awareness of PE passport and with more experience using it their confidence will continue to grow. It is definitely a good way to evidence our children and to also provide us with units and lessons for PE.	They are sustainable if staff can be provided with more support.	Although we have not had the opportunity this academic year to have any CPD, last year Lee did come in for a staff meeting to train the staff on PE passport. Staff are more confident in using the app however, we would definitely gain more from accessing some more CPD next year.	PE Passport- £949

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 have more children accessing after school clubs. 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	To allow children to have more ideas and input into clubs/sport related activities that may take part in school. Speaking to Pupil council/our classes?	A higher percentage of children accessing clubs over the academic year.	Pupil voice saying there are not enough clubs or variety/SEND pupils who may not enjoy sport therefore, don't access clubs.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have had a high percentage of children accessing our clubs this year which has also been down to the fact we have been able to run such a large variety. We have had 12 clubs a term for children to access. some	The improvements are going to be difficult to sustain now due to limited funds as we will potentially no longer be able to pay Fleetwood Town. This now means the staff will have to use more of them time to run the clubs which could impact on how many we have/the variety.	Clubs have been extremely popular this year. We have also been running a games club at lunchtimes which has been good for our less sporty children as well as our SEND pupils. Clubs have mainly been full and the variety we have offered has been amazing. Ultimate frisbee, football, netball	Clubs with FT- £5700

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