

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

Commissioned by



Department
for Education

Created by



association for
PHYSICAL EDUCATION



PE and sport premium monitoring and tracking form



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



- 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	81% High percentage of success. Year 4 intervention sessions show positive impact.	Not 100% Conversation with the school we share the pool with to see if we could potentially use some of their unused swim places for a year 6 targeted intervention for the year 5's who didn't meet the target.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	76%	Some of the weaker children may have been affected by the ½ year gap between their year 4 interventions and the start of the year 5 programme.
3. Perform safe self-rescue in different water-based situations	67% Over half the children reached the expected standard.	Lower than expected level of attainment. Potential extra session/s for those that haven't achieved.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	Subscription to PE Passport to support planning and progression. Engagement with Max Whitlock Gymnastics CPD. Subject leader upskilling- team teach, support ECT and staff meeting focus on inclusive PE. External coaches from St Annes Tennis, Lancashire Cricket, Wigan Warriors and Scorpions Rugby delivered curriculum sessions alongside the teachers to upskill and support. Learning conversations showed that most children are accessing 2 hours of high quality PE lessons per week.	Low numbers of teachers taking up CPD courses that have been offered.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Sports coach delivering on the MUGA every lunchtime to each year group on a rota basis. This has ensured that activity levels are high and maintained. A range of sports is offered/taught rather than football which has resulted in a greater number of children taking part across the school. Adapted equipment purchased to ensure active playtimes for all. This includes, balance bikes, 2 and 3 wheeled scooters and wobble boards. A number of inclusive sport festivals have been entered which have targeted SEN and reluctant children. Active playtimes have been maintained and equipment purchased to support. At least 4 free AS sporting clubs offered per week	Towards the end of the year the timetable of sporting provision at lunch wasn't followed leading to football becoming more dominant again. Some parents signed children to the ASC but were not attending on a regular basis.

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



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	*School Games Gold Award was achieved again. *Pupils voice valued in learning conversations. *Finished in top 3 in all sporting competitions we entered. *External links maintained with local clubs. Coaches have delivered ASC and curriculum sessions. Session information shared via Class Dojo on how parents can access clubs out of school. *Sporting news shared and celebrated in worship and via school newsletter.	Continue to monitor the number of PP children accessing AS sporting clubs. If numbers decrease then look at targeting children
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 lunch and after school clubs have equal access for boys, girls and SEN. 1:1 provided where necessary to ensure access. *Girls only week on the MUGA has been a success. A high proportion of reluctant girls accessed the sports on offer. *SEN and targeted sporting events for reluctant children were entered throughout the year.	Look at ways to include boys that are more reluctant on the MUGA.
5. Increasing participation in competitive sport	Over the course of the year we entered over 25 level 2 competitions these included football, cricket, swimming, cross country, netball and football.	More internal Level 1 competitions across school to ensure a greater number of children have the opportunity to compete and develop sporting values.

Aims for the next academic year (2025/2026)



association for
PHYSICAL EDUCATION



- 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>	Input Data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	58/60 96%	Look at possibility for any non-swimmers to attend lessons in year 6 to ensure all the children meet the NC requirements.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	55/60 91%	As above
3. Perform safe self-rescue in different water-based situations	50/60 83%	Speak to the swimming team to bring the self rescue to an earlier date so that the session can be repeated if children haven't achieved the requirements.

Aims for next academic year (2025/2026)



association for
PHYSICAL EDUCATION



Aim	Why?	Key Area	Supporting evidence
To offer high quality CPD for all teachers to improve confidence in areas where less confident. Maintain links with local coaches and, where possible, bring coaches in to team teach units.	Maintain quality PE teaching across the school and target any areas which need developing.	Increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Lesson observations, discussions, staff questionnaire and learning conversations.
Increase the range of sporting extra curricular clubs to target reluctant children. Maintain and improve the active provision and playtimes. Maintain the level of festival participation organized by SGO Providing age-appropriate resources and equipment in EYFS. By investing in outdoor play equipment, you encourage active play, which is important for developing fundamental movement skills. Look at increasing the activity levels of ALL children in lesson time.	Monitoring has revealed that the same children are signing up for many of the sports ASC. Increase the level of activity of all children during the school day in both playtime, sport and lesson time.	Increasing engagement of all pupils in regular physical activity and sporting activities.	Data from tracking participation Improved outdoor provision for all children in EYFS. Activity time increased for all. Learning conversations- pupils questionnaires and conversations.
Renew sporting equipment and ensure adapted equipment is available. Maintain a high level of participation in festival and competitions.	To ensure that high quality lessons can be delivered. Maintain a consistently high level of whole school involvement.	Raising the profile of PE and sport across the whole school, to support whole school improvement.	Equipment audit. Tracking participation in events
To increase sports coaching offered during active breaks to consistently include year 1 and 2. To maintain the level of free AS sporting clubs for all. Look at improving the access to football for those who currently don't play but want to.	Year 1 and 2 don't currently have as much access to the MUGA. To ensure inclusivity, they must be included consistently. Free ASC helps improve activity levels of children and also has proven links to children taking up new sports out of school. A number of children has shown an interest in starting football lessons but cannot access out of school.	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.	Conversations with pupils. Monitoring participation.
To maintain our high level of competition involvement. To hold more level 1 intra sport competitions in school.	Provide the maximum opportunities for all children to take part in competitive sport. Provide opportunities for the children to develop sporting values.	Increase participation in competitive sport.	Attendance data Learning conversations- pupil feedback

Plan, monitor and evaluate (2025/2026)



association for
PHYSICAL EDUCATION



- 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)



association for
PHYSICAL EDUCATION



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: increase confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed



association for
PHYSICAL EDUCATION



	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 offer CPD to all staff and targeted CPD for some. To increase teacher confidence through outside agencies to support teaching.	Attending CPD courses run by Lancashire Professional Development Services, Blackpool Community Trust and Sport Blackpool. To Maintain links with the local clubs to deliver curriculum sessions with class teachers. Allocated release time for PE lead to attend Lancashire County Council conference, monitor PE across the school, maintain the outdoor provision, team teaching and learning conversations. Support welfare in maintaining inclusive, structured playtimes.	A number of staff attending training courses. Some attending a course on adaptive and inclusive PE. Increased teacher confidence in delivery. Welfare confidently leading active play.	Learning conversations with pupils. Staff voice and feedback. Monitoring playtimes. Staff feedback, lesson observations and pupil voice.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	CPD offered to all staff. No courses were taken this year. Tennis, cricket, rugby league and union coaches have worked alongside teachers this year to deliver curriculum sessions.	Links maintained and planned for next academic year with the rugby and cricket as they provide the sessions for free. Unsure of the budget for PE Premium past Autumn term but will look at buying in for that term.	Teacher's confidence is increased. Children won the Blackpool schools cricket league due to the successful Curriculum sessions. Levels of children taking up cricket, tennis and rugby out of school has increased.	Curriculum coaches- £1200

Your objective: *Increase the engagement of all pupils in regular physical activity and sporting activities.*

	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 physical activity across the curriculum, extra curricular clubs and outside to ensure all pupils benefit from a wide range of movement based experiences in and out of the classroom. Least active and reluctant children are actively encouraged to join in. Improve the outdoor provision for EYFS Offer of free sporting ASC to be increased	- Maintain and improve the range of playtimes activities to develop a range of physical skills. - Join the 'Active Schools' partnership. - Provide a sports coach on the MUGA every lunch time to deliver a range of different sports each week (this will be timetabled) to avoid football dominating the area. In the summer term, a football coach will be on the field. The last week of each half term will be girls week to encourage the reluctant girls. - Range of AS sports clubs to be increased to target the reluctant children. 1:1 to support SEN. - Enter School Games festivals targeting reluctant and SEN children. - Equipment for EYFS outdoor area	Increased physical activity so more children are meeting their daily movement target. Increased engagement amongst target groups- SEN and reluctant children. Begin training with the Active Schools partnership to begin the process of our school becoming a lead in the Active Schools Blackpool network. Mid 2026 I audit current levels of active learning and will begin to implement active learning into classes I teach. Staff training to begin Oct 2026. EYFS developing their gross motor and fundamental skills within their environment.	Conduct regular observations of the playground to gauge activity levels. Track involvement of children. Learning conversations. Improved EYFS provision which develops all children's fundamental skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Midday supervisors have grown in confidence and are more active with children. Lunch times are more fun and active. Activity options have been developed to meet the needs of all the children- age, ability and interests have been taken into consideration to ensure maximum engagement.	Welfare staff are now confident in their roles. AR is leading the lunchtime provision at lunchtime with the support of JB. They are liaising with me when necessary. The active playtime is now something that is embedded across the school and the majority of the children use it in a safe and productive manner. This allows the younger children to be integrated quickly and safely.	Each lunchtime the maximum amount of children have spent 40 minutes engaged in a planned sporting activity. The football coach at lunch time was a success and extended into Spring 2. 12 Festivals were entered for reluctant children and those with SEN. Positive feedback from all.	Equipment for lunch provision- £1,000 Active Schools training- £1,200 Sports coaches at lunchtime- £1526.00 Supply costs to attend festivals- £1000.00

Your objective: Raising the profile of PE and Sport across the whole school to support the whole school improvements.



association for
PHYSICAL EDUCATION



	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)	Raise the profile with the school and wider community. Ensure that 2 hours of high quality PE is taught across the whole school. PE equipment is working and stocked to ensure quality lessons. Share local sports clubs and opportunities across the s	Share sporting success and involvement with the school community via the school website and the school newsletter. Children given the opportunity to share their achievements in whole school worship. Monitor the delivery of PE. Carry out an audit if PE equipment and replenish where necessary. Share local sporting clubs with school community via Class Dojo and Parent App	The school and wider community sharing in our success and involvement in sport. 2 hours of PE taught to each child. Equipment is in good working order and there is enough to deliver a high quality lesson. Adapted equipment bought to support SEN pupils. Children accessing local sports clubs.	Website and news letters Observations and learning conversations. Audit of equipment. Dojo and Parent App messages regularly sent
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Children are excited to share their achievements. Some children have joined clubs due to hearing their peers share their success stories. 2 hours of PE is taught consistently. Staff are finding it easier to deliver quality lessons due to the range of good quality equipment.	Safe storage of PE equipment, children not to use without adult supervision. 2 hours has now become embedded. Whole school PE timetable is created at the start of each ½ term to ensure accessibility. Each unit is shared with the teachers prior to each half term to ensure the progressive and balanced curriculum is maintained.	Equipment available to teachers. Learning conversations and questionnaires. Staff feedback. Website and newsletters	Equipment- £1515.78

Your objective: 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.



association for
PHYSICAL EDUCATION



	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)	Maintain the level of free sports clubs before and after school. Liaise with SGO to ensure a balance of sports clubs is offered which targets the reluctant children. Improve opportunities to those who want to but are reluctant to start football.	Girls on sessions on the MUGA. Sports clubs offered afterschool to include other than 'regular' sports for e.g. quidditch, ultimate frisbee and archery. Beginners afterschool football club for years 3 and 4. Range of sporting activities on the MUGA is not limited to football.	More of a breath of children taking part in after school clubs. The range of children accessing the MUGA at lunch time is increased. Children to develop in their confidence towards football. A number of children to sign up to local clubs.	MUGA timetable Range of after school sport clubs offered across the school. Tracking of pupil engagement.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The range of children accessing the after school clubs and increased. The number of SEN pupils increased from the last couple of years. Each after school sports club was filled. A number of the beginner footballers have now joined an external club.	Continue to offer a range of sports on the MUGA beyond football. 1:1 staff are available next academic year to support beyond 3:30. PE Premium budget for Autumn term will allow us to secure free after school sports clubs for 1 term.	Emails from parents expressing thanks for targeting beginner footballers MUGA timetables Sport club registers	After school club coaches - £4,100 1:1 support in after school clubs - £696.67

Your objective: increase participation in competitive sport



association for
PHYSICAL EDUCATION



	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 continue to access all the Blackpool Sports Leagues- football, netball and cross country. To enter the L2 organised by SGO. Enter the football events by BFCCT Take part in at least 10 events in YGW.	Liaise with SGO at the start of the academic year and join relevant leagues. Enter L2 competitions . set up trials to select team and after school clubs to practice. Enter a range of events during YGW which is a balanced competitive sport and festivals.	All leagues to be entered. A number of sporting teams developed across KS2 in preparation for the L2 competition. Over 100 children taking part in YGW.	Tracking of participation. League results
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Over 150 children have had the opportunity to represent the school this year in sporting activities. Gained top 3 places in all competitions and leagues. Represented Blackpool in cricket and athletics.	Staffing structure in place for coaching. Good quality PE lessons provides the fundamental skills which can be built on. Funding for Autumn will allow us to compete in the early competitions.	Tracking of pupils. League results. Level 2 competition results .	Supply for competitive sports- £4238.66

This page has been left blank for any notes or supporting information.