



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



**Commissioned by**



Department  
for Education

**Created by**



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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	We focused on our Year 6 children to complete their swimming competency to ensure they can swim 25m. We had around 70% of the children who were able to swim the distances unaided.	We had some children not always taking part due to various reasons which meant that they did not compete the required distances however improved confidence.
2. Use a range of strokes effectively (for example, front crawl), backstroke and breaststroke)	Children were taught the various strokes, using resources available such as floats and noodles. Children were separated appropriately sized ability groups with qualified swimming instructors in different depths. Adaptations were made for ability and confidence.	N/A
3. Perform safe self-rescue in different water-based situations	Children were given appropriate demonstrations and took part in suitable activities to match key skills.	N/A

## 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>Due the recent investment in Complete PE which staff have been using for the last two years. They are becoming increasingly confident in delivering PE and the necessary knowledge with the different topics associated with PE.</p>	<p>Some children are not always confident or active so some of the basics skills that are missing to undertake the activities need further developing. More importantly support staff with more CPD in delivery of the sessions is needed.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>We know that more and more children are taking part in Physical activity, we are pleased to say that all classes in KS1&amp;2 do at least two-hours of PE a week. We have more and more children taking part in sporting activities as part of their extra-curricular provision.</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><b>3.</b> Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>As a school we took part in more and more sporting activities and offered children a wide variety of sports. Children are becoming more active in school</p>	<p>We need to review our PE offer and relook at how we can adapt the sports we offer as part of our curriculum and what skills need learning.</p>
<p><b>4.</b> 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>We do this well, we look for balance in the offer and consider the types of activities that we do to support girls and boys.</p>	<p>We need to be more accountable and ensure participation is key. Children to take part in lessons without missing out because of given reasons from home.</p>
<p><b>5.</b> Increasing participation in competitive sport</p>	<p>We participated in over 65% of competitive sports offered by the partnership. We had to turn a few down due to staffing. We generally participate well in these events but it is generally based on staff attendance and last minute changes. When we do, children do enjoy these and we try and get a wide range of children.</p>	<p>We want to push towards the 75% participation across sports and will try and manage this better with staffing and cover. We are looking at more of a distributive model where we have support staff and teachers work together to get involved in outside events.</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	Looking at reviewing swimming and work lower down the year group from Year 3	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	NA	Add text here
3. Perform safe self-rescue in different water-based situations	NA	Add text here

# Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Additional resources for Sports Day, Athletics and KS1 /KS2 playtime.	Children have a wider range of activities for their Sports Day and they will have a better range of equipment to use in lessons and at play.	<i>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</i>	We started to use more resources during play during the latter end of the summer term and children were self sufficient in using resources and setting up their own games.
Continued using Complete PE. All staff used resources provided within the unit planning to adapt lessons to meet the needs of the pupils in their class.	Through the use of the planning and resourcing, teachers improved their PE knowledge and understanding. Professional dialogue between PE teacher, PE lead and staff will ensure an improved level of confidence especially in the area of adapting the lessons to meet the needs of all learners	<i>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</i>	Teachers are building confidence in delivering PE using Complete PE
Raise the profile of PE with one off sports days.	Wide range of sports activities opens the doors to potential after school activities and pupils competing in new sports. Children thoroughly enjoyed being active, including children who would not usually be active each day	<i>Raising the profile of PE and sport across the school, to support whole school improvement</i>	The Sports day is getting better with more participation of pupils and all the children are
Entered a range of competitions through the Crawley Sports partnership.	Increased the number of pupils participating in an increased range of competitive opportunities. Maximised the number of children taking part including the number of SEND/PP pupils.	<i>Raising the profile of PE and sport across the school, to support whole school improvement</i>	We entered into 65% of school competitions.

## 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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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<b>Plan and monitor</b>	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (training programme), Sports leader 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
<b>Evaluate</b>				

# Your objective: Improve provision of 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
<b>Plan and monitor</b> (Complete now and monitor)	<ul style="list-style-type: none"> <li>To ensure all KS2 pupils develop competence, confidence and safety in the water, in line with <b>NC requirements</b> (swim 25m, use a range of strokes, perform safe self-rescue).</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>additional swimming lessons</b> for Y3–Y5 to increase time in the water and strengthen core skills before Y6.</li> <li>Introduce <b>targeted booster sessions</b> for pupils not yet meeting age-related expectations, especially in Y4 and Y5.</li> </ul>	<ul style="list-style-type: none"> <li>Increased proportion of pupils in Y5 who can swim 25m confidently and are on track to meet end-of-KS2 standards.</li> <li>Improved pupil water confidence, stroke proficiency and understanding of safe self-rescue skills.</li> <li>Early identification of gaps in swimming competency leads to timely support and better outcomes in Y6.</li> <li>All pupils access swimming lessons regardless of financial barriers, improving equality of opportunity and participation.</li> </ul>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
<b>Evaluate</b> (Complete in July)	Add text here	Add text here		Add text here

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