

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.

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	• 90% of y6 who can swim 25m showing a range of strokes and perform self-rescue skills – 3% higher than last academic year • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit) • Some Y6 took part in a water sports activity day in open water	Like to offer more top up opportunities for the year 6s who didn't achieve the objective.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 90% of y6 who can swim 25m showing a range of strokes and perform self-rescue skills – 3% higher than last academic year • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit)	Like to offer more top up opportunities for the year 6s who didn't achieve the objective.
3. Perform safe self-rescue in different water-based situations	• 90% of y6 who can swim 25m showing a range of strokes and perform self-rescue skills – 3% higher than last academic year • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit) • Some Y6 took part in a water sports activity day in open water	Like to offer more top up opportunities for the year 6s who didn't achieve the objective.

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	- Wild tribe outdoor learning was delivered across the school to every class by a Wild Tribe teacher with class teacher present to support CPD - Playground leaders delivered to 10 pupils alongside a teacher	Staff Audit showed gaps on confidence in some areas of the curriculum including gymnastics. The teacher trained along side playleaders left part way through the year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Playground leaders training delivered to 10 pupils - rota to lead daily activities - Participation in Armed Forces Day Junior Field Gun championships - Y6 weekly park run – all children participate at own level and enjoy social aspect of exercising together. - All pupils from Y1-Y6 have had access to a broader range of activities through in-school sessions and the opportunity to extend this in after-school sessions. 2 x PE sessions across all year groups shown by timetables and drop ins. - Regular movement in continuous provision in foundation stage.;	The teacher trained along side playleaders left part way through the year. Timetabling can be tight, especially with access to hall space. Teacher adapt timetables where necessary to fit in 2 PE sessions per week.

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	• Participation in Armed Forces Day Junior Field Gun championships –Team sponsored by a local company (part of the school community). Interest in club the club is high. • Playleaders - increased confidence to lead games and engaging younger pupils in purposeful play. • Sporting achievements (in and out of school) celebrated in weekly assemblies • The profile of PE and sport and importance of physical literacy is raised across the school as a tool for the whole school improvement.	Range of clubs offered is lower than desired.
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	• Wild tribe curriculum delivered to all year groups in 6 week blocks. • Wild Tribe after school club delivered throughout the year – opportunities given to each year group. • Children attended a range of competitions and events through the West competition programme. • 4 beach events delivered to 5 year groups to provide an OAA opportunity to pupils. • Junior Field Gun • Varied PE curriculum. • A range of after school clubs including basket ball and multi skills	Not as many extra –curricular opportunities offered as we would like.
5. Increasing participation in competitive sport	• Children attended a range of competitions and events through the Arena competition programme, including SEND. • Registers to track participation • Medals won at several events • Participation in Armed Forces Day Junior Field Gun championships – • Some children attended events who had never been to an event before – motivation to attend is high • Exposure to new sports especially for Pupil premium / SEND children. We took children to the SEND bowling event who had never been bowling before.	Like to participate in event more events, especially in the local area.

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	• 85% of year 6 achieved. • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit)	85% is slightly lower than last year's figure but above 71% national average.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	• 85% of year 6 achieved. • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit)	85% is slightly lower than last year's figure but above 71% national average.
3. Perform safe self-rescue in different water-based situations	• 85% of year 6 achieved. • 2 x 30 min sessions for year 6 – assessment, exposure and top up teaching on top of 8 x 30 min sessions for year 3 pupils. • Repeated exposure. • Ability to assess in year 6 (not at end of Y3 unit)	85% is slightly lower than last year's figure but above 71% national average.

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
Use leadership time to conduct lesson observations	To develop a deeper understanding of staff confidence and observe planning in practice across different year groups.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Lesson observation forms
Continue to use Arena to support in curriculum deliver, extra-curricular opportunities and access to competitive events.	Pupils have access to a progressive curriculum covering a range of sports. Pupils are trained to be playground leaders and support other children on the playground. Pupils have access to a range of sporting events and competitions throughout the year, including a variety of sports, gifted and talented and SEND.	- Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. - Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. - Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Arena Gold package Playground leaders training 24 weeks of additional wild tribe Competition and events program & Membership
To offer a range of after school clubs	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	- Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. - Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Free after school clubs provided including: - Field Gun year 4/5/6 - Basketball - Wild Tribe all year groups across the year
To increase exposure to competitive sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. More opportunities for wider sporting activities and competitive opportunities.	- Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. - Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. - Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. - Key indicator 5: Increased participation in competitive sport.	Arena competition and events package Competition participation: Over 100 children involved in events over all from year 1-6, including SEND events Medals won at several events. Achieved silver School Games Mark

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
Plan and monitor	Develop lunchtime play provision to increase activity for least active groups.	Develop pupil leadership (play leaders training programme) supervised by a trained member of staff, 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. Research outdoor play provision such as OPAL.	A confident and competent group of play 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 surveys and class discussions with a variety of pupils SLT to 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	Initially play leaders led a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Consistency and motivation of some children needs further support. Midday supervisors have grown in confidence and more active and engaged in games with the children. Lunch times are more active with children having fun – noted by several visiting trust members. Lots of imaginative play. A range of play equipment replenished to support active play for all.	Continued training for play leaders and bringing new leaders into the group to bring new idea, fresh motivation and expertise. More leaders will also mean more activities are able to be delivered. Potential to train whole year groups or teach some games across year groups so that all children know similar games. Continue to listen to SEND pupils and tailor activities to their needs and wants which supports regulation.	SLT playground observations showing increased activity levels. Reduced reports of boredom or playground disputes. High level of interest in becoming a play leader for the next academic year. Older children report enjoyment supporting younger children in play. Younger children report enjoyment of having the older children to play with.	Physical Resources - £121.92 Play leaders CPD £275

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 or (Complete now and monitor)	Continue to use Arena to support in curriculum deliver, extra-curricular opportunities and access to competitive events.	Gold Membership package Weekly Wild tribe delivery to whole school in year group blocks through Arena trained Wild Tribe leader and CPD for class teachers Wild Tribe After School Cub led by Arena trained Wild Tribe leader Competition package – attend as many events as possible. Learning walks/Observations of planning in practice.	Pupils have access to a progressive curriculum covering a range of sports. Pupils are trained to be playground leaders and support other children on the playground. Pupils have access to a range of sporting events and competitions throughout the year, including a variety of sports, gifted and talented and SEND. Teaching is consistent across classes, curriculum coverage is secure, and pupils demonstrate improved knowledge, skills, confidence and physical literacy because planning is being delivered as intended.	- Audit of teacher's confidence in Wild tribe - Popularity of Wild Tribe club. Always full. - Wild Tribe teaches transferable skills including responsibility when risk taking e.g. using fires, using knives. - Increased independence and confidence of children in a range of contexts. - Enjoyment of a PE activity for children that are not traditionally sporty.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Improving staff confidence. Investment in high-quality PE equipment to support curriculum delivery. Use of Wild Tribe area / activities for class reward time showing an increased staff confidence and pupil motivation for these activities. Motivation to attend a wide range of events and extra curricular clubs.	Teachers attend wild tribe sessions providing CPD and subject confidence CPD provided by Arena in response to staff Audit – gymnastics. Staff confidence based on planning still varies. Next academic year will be adapting planning to use Oak Academy plans which provide a wealth of supporting materials including subject knowledge videos and links to support ongoing CPD.	Whole-school PE curriculum map showing progression from EYFS to Year 6. Long-term plans and units of work. Lesson observations demonstrating progression in skills. Playground observations demonstrating leaders supporting younger pupils and encouraging participation. Competition and festival calendars. Participation records. Evidence of a range of sports offered throughout the year. Registers showing opportunities for different groups including SEND and girls. School Games data – achieved Gold School Games Mark. Competition results, certificates and photographs.	Arena Gold membership £4,100 Additional Arena Wild Tribe curriculum sessions £3633 Arena Wild Tribe after school club £1320 Physical Resources - £2147.84 CPD / leadership time £3283.20

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)	Raise the profile of PE and sport across the school, to support whole school improvement	Celebration of PE and sporting achievements of pupils and staff in and out of school. Links to Jigsaw PSHE using 'Healthy me' unit Use of movement and sensory breaks to support regulation, especially of pupils with SEND Playleaders Y 5/6 weekly park run style event	Increased motivation to join clubs – in and out of school and chose to participate in activity. An increased understanding of the role that physical movement plays in mental health and wellbeing. Understanding and use of the term physical literacy	- Pupil conferences - Class discussions - PE lessons warm up and cool down discussion and teaching points. - Certificates & photographs shared of achievements.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased motivation to join clubs – in and out of school and chose to participate in activity. An increased understanding of the role that physical movement plays in mental health and wellbeing. Links with external agencies to offer a range of opportunities – Plymouth Oaks (T1 Rugby), Argyle (Football and multi-skills), Arena (Wild Tribe & OAA), Future Fit (Junior Field Gun) – teachers engaged in sessions with coaches to increase their own CPD. More awareness of opportunities and external clubs within local community.	Pupils are increasingly choosing to engage in physical activity through school and community clubs, helping to establish lifelong healthy habits. Their improved understanding of the link between physical activity, mental health and wellbeing will support positive lifestyle choices in the future. By embedding active lifestyles, pupil leadership opportunities and wellbeing messages across the school, the impact will continue beyond the funding period.	Participation in Armed Forces Day Junior Field Gun championships – 3rd place trophy won for least amount of penalties showing discipline and pride. Team sponsored by a local company (part of the school community). Demonstration held to the rest of the school. Interest in club the club is high. Playleaders Joe Wicks with Picture News whole school event for mental health week Sporting achievements (in and out of school) celebrated in weekly assemblies Movement and sensory breaks to support SEND – several stations set up around school and in classrooms to support individual pupils. Photographs of achievements on school Dojo and Facebook page. Enjoyment and participation of year 5/6 weekly park run Shared CPD from PE conferences to upskill teacher knowledge about current PE initiatives and changes.	Argyle CPD curriculum sessions £1280 PE leadership time (as stated above)

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)	Increasing participation in competitive sport	Arena competitions package. Liaise with School Games officer for further opportunities Enjoyable competitive opportunities at different levels	Increased motivation and participation from a range of pupils (not just traditional sporty pupils).	Participation registers Pupil and parent feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increased motivation and participation from a range of pupils (not just traditional sporty pupils) including motivation of families to support with events. Positive pupil and parent feedback	Wider participation in competitive sport has increased pupils' confidence and motivation to take part in future events. Positive pupil and parent feedback demonstrates that opportunities are valued, helping to embed an inclusive and sustainable culture of competition across the school. Further improved by closer tracking and analysis and participation to target invitations to certain events.	Positive parental feedback at several events about positive and motivating nature of our school teams and coaches, including KS1 and KS2 sports Days. Some SEND children trying sports for the first time (bowling) Some children attending competitive events for the first time. Children attended a range of competitions and events through the Arena competition programme, including SEND. Registers to track participation Medals won at several events Participation in Armed Forces Day Junior Field Gun championships – 3rd place trophy won for least number of penalties showing discipline and pride.	Staffing to support events £1089.04 Competitions package £1650