

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

Commissioned by



Department
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PE and sport premium monitoring and tracking form



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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.

Swimming and Water Safety	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	Data for Year 4 children, as we are a first school. We predominately focus on water safety and confidence in all children. 100% of year 4 know what to do in an emergency and how to keep safe around water/know self-rescue techniques. 100% display water confidence. 5 out of 29 can already swim 25 meters confidently.	Low percentage however 0/29 could not swim a distance unaided to begin with. Good progress but low attainment.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	17% of cohort in year 4 can confidently swim a distance. 48% can use front and back stroke effectively unaided.	Due to low starting point levels. Children were not exposed to all stroke patterns.
3. Perform safe self-rescue in different water-based situations	Children know what to do in open water, emergencies and how to stay safe around water. Treading water and floating were prioritized during water safety. 100% were able to float unaided.	Only 48% can tread water without support.

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	Continuity of PE hub – 100% of staff find this supportive and detailed enough to enable them to teach effectively. Updates and communication from sports lead on competitions/sports day/curriculum. All staff feel confident in their year group teaching PE.	Not a need for CPD in cohort of teaching staff this year. Change of year groups will increase the need for further CPD next year.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Staff and external visitors have commented positively on the quality and range of play available, noting improved inclusion and opportunities for all pupils to thrive. We have other schools in Redditch come to observe our playtimes too. The involvement of Year 4 pupils as play leaders, taking responsibility for organising, setting up, and tidying away equipment—has successfully fostered leadership, responsibility, and a sense of pride. The new approach to play has enhanced the school ethos and supported wider curriculum aims, particularly around personal, social, and emotional development. All children accessed external competitions through the Trinity pyramid. Percentage of children who accessed clubs: 45% SEND 67% EAL 89% Disadvantaged	Need to prioritise lunchtime clubs due to religious commitments after school. Monitoring closer attendance using arbor to increase the data analysis next year.

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	The investment in equipment and outdoor provision had significant impact on raising the profile of PE and sport across the whole school. The visible improvements to playground resources created an environment where 100% of children were actively engaged during playtimes. This whole-school approach to physical activity extended PE and sport beyond timetabled lessons, making it a central part of the school day for all pupils. This directly contributed to whole school improvement through decreased behaviour incidents and fewer playground injuries. Pupil voice data showed overwhelmingly positive responses with children enthusiastically discussing their physical activities: "We have lots to play with", "I love the different games on the games pitch", "I like how we use the diggers in the mud", "My favourite thing is to hang on the bars", and "I am super fast around the track". Pyramid sports events were successful with 100% of year 1-4 participating.	Children signing up to external providers and promotions we made throughout the year.
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 children in Years 1-4 participated in inter-school competitions throughout the year, ensuring every pupil experienced competitive sport regardless of ability, gender, or background. The pyramid membership provided access to a range of sporting activities beyond the standard curriculum. External provider offered broader range of sporting experiences and specialist coaching, with targeted support ensuring children working below expectations received additional opportunities. - 90% of Reception achieved ARE in physical development - 100% of children in interventions reported feeling more confident - Data showed improvements in skill, confidence, or both - Profile raised through external provider bringing different expertise	Although we provided opportunities for targeted clubs for girls and boys. Numbers after school were lower for girls. Need to target using a known member of staff and within school time.
5. Increasing participation in competitive sport	ALL children in Years 1-4 participated in inter-school competitions throughout the year, ensuring every pupil experienced competitive sport regardless of ability, gender, or background. The pyramid membership provided access to a range of sporting activities beyond the standard curriculum. Sports day is very inclusive with all children participating.	Weather was a barrier in a few of the activities. Change of dates didn't always work for the school. Next year we will ensure that all dates are put onto the school calendar in September.

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 - Increasing engagement of all pupils in regular physical activity and sporting activities*
 - Raising the profile of PE and sport across the school, to support whole school improvement*
 - 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*
 - Increasing participation in competitive sport*

Swimming and Water Safety	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	Not applicable in First School. Year 4 – 26% of children were able to competently and confidently swim over a distance of 25 metres. 85% able to swim 10 metres confidently.	37% came into year 4 with limited confidence in water. Took time to build this. Need to look at working with venue to promote swimming lessons more to parents to ensure they swim all year round. Funding does not allow this in school.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	26% of children able to do this confidently.	89% able to use front and back stroke unaided for at least 5 metres.
3. Perform safe self-rescue in different water-based situations	Children were given pre safety lessons in the classroom around how to stay safe. Scenarios were given and children used role play to practice. 100% know the safety around water. 35% able to perform basic self rescue in water due to confidence in water.	Childrens ability against the time in the pool. With only 12 weeks in total. Many of our children do not progress to this level. Will look at progression on a cohort basis and information will be passed onto middle schools (year 5/6)

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 (Year 4) Midday supervisor training and Staff CDP to develop their understanding of games and play, Range of equipment, Pupil voice activities to understand pupils wants and needs. Further develop the outdoor play provision inspired by OPAL play. Establish a lead midday supervisor.	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.	Pupil 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	Supervisors are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. They 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. Games are more controlled and behaviour incidents /accidents have decreased. Leader of lunchtimes has over see of games and ensures variety.	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise as year 4 move on. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors – especially in the Autumn term. 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?	60% of year 4 Children have volunteered for play leaders next year so this will ensure everyone gets to be one each half term. They can then train up the next group. 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 98% 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 - 100% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £3863 CPD for staff - £100

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 top up swimming so that percentage of confident swimmers with no aid increases year on year.	Fund additional lessons for cohorts. Ensure children swim in both year 3 and 4. Ensure known staff are with less confident swimmers to build up their confidence. Ensure atleast 3 members of staff are trained/ up to date with training. Use any additional funding to train up more in future. Use pre swimming lessons to teach water safety.	Percentage of swimmers without aid increase. 100% water confidence achieved. Pupil voice reflecting the knowledge of water safety.	Pupil voice data through half-termly surveys and interviews/group discussions with a variety of pupils Conduct by weekly swimming assessments. Flexible grouping to show progression.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	All children built confidence in water. All children know how to float. 7 children progressed and achieved stage 2 within first 3 weeks. Children are still finding the changing difficult. Need to implement some visual cues for next year to support.	Continue to provide top up swimming with budget given. Continue to use staff who are swimming trained to support in lessons. Train up additional staff when given the opportunity. More staff will also mean high quality lessons are able to be delivered even with staff absence/movement. Continue to pre teach water safety and use Widgit to support changing routine. Work with least confident swimmers and make strong links with venue/parents to promote and encourage further lessons.	Increase from 17% last year to 26% this year who can confidently swim 25 metres. All children able to tell you how to stay safe around water. 2 members of staff in the pool supporting each week enabled 100% of children to be water confident.	Top up swim costs: £1273 Year 4 teacher time to complete the pre teach curriculum overview.

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 Increase engagement of all pupils in regular physical activity and sporting activities To target the less active/working towards children in elements of PE throughout the year. To build fundamental skills amongst Early years children to equip them in life with a strong physical ability.	Increase number of clubs available. Morning, after school and lunchtimes. Continue to embed strong lunchtime practice influenced by Opal Play and pupil voice. Staff to deliver clubs to increase engagement of all groups of children. Engage with trinity pyramid to participate in external inter-school sports competitions. Early years programme building fundamental skills Ks1 and KS2 interventions	Increase of up take for clubs. Increase of groups attending clubs. Positive feedback regarding clubs. Different range of activities/clubs on offer.	Pupil voice Number of children in clubs Attendance data for clubs Staff allocation to clubs
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Increase of participation in clubs. Oversubscribed for lunchtime clubs and adaptations have been made to ensure children have opportunity again within the year.	Continue to deliver clubs in house (school staff) and offer more at lunchtimes. Utilise staff strengths. Continue to use pupil voice to influence the clubs on offer. Continue to work in partnership with trinity pyramid and build further links with schools. Continue to prioritize Early Years as the foundation to physical activity and build up their love for it.	Pupil voice has influenced the clubs this year. 95% full attendance in clubs this year. Increase of Percentage of children who accessed clubs: 54% SEND – 9% increase from last year 73% EAL – 6% increase 91% Disadvantaged – 2% increase	External competitions - £1090 Clubs- £5560.50 Interventions - £3400

	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)	The engagement of all pupils in regular physical activity. Jump Start Jonny increases children's daily active minutes and develops fundamental movement skills that underpin success in all sports. Purchased annual PE Hub subscription (£364) to provide teachers with a comprehensive, structured, and progressive PE curriculum from Reception to Year 4	All classes to use Jump start Jonny at least daily PE lead to review PE overview/long term plan in light of curriculum. Staff meetings to relay expectations	Fully inclusive PE lessons. Consistency in approaches ALL children active throughout the day. High levels of engagement	Lesson drop ins Pupil feedback Staff feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	100% of pupils engaged in regular physical activity through Jump Start Jonny 80% of pupils achieved ARE or above in PE through PE Hub curriculum - All staff increased confidence in teaching PE - Pupils experienced broad range of sports and activities - Daily active minutes increased across the school - Positive impact on engagement, attentiveness, and behaviour - SEND pupils made measurable progress - Sustainable, embedded approach to PE and physical activity.	- Annual subscription model allows for continued use year-on-year - Resources are digital and do not degrade, providing consistent quality - Staff are now trained and confident in using the platform - Teachers continue to develop expertise through repeated use of high-quality resources - New staff can access the same structured support and guidance - Consistent approach supports staff transitions and maintains quality	- Teacher and TA feedback consistently reported improved engagement and attentiveness following active breaks - Staff observations noted children were more focused and ready to learn after physical activity - Positive pupil response to activities with high levels of enthusiasm and participation - Dance club reached full subscription capacity - Active breaks used consistently across all classes throughout the year - All pupils (100%) participated in Jump Start Jonny activities as part of daily routine	Jump start jonny – £238 PE hub subscription - £333.87