

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.

<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	All children in year 4 and 5 took part in swimming lessons everyday for 3 weeks consecutively. This allowed children to build up their confidence within the pool. The children do not have gaps in their learning from day to day and swimming again in year 5 allows for any top up to take place and more children achieving the recommended 25 metres by the time they leave primary school.	Delivery of swimming lessons across the year 4, 5 and SEND groups of children was highly successful and children spoke very highly of the sessions in terms of learning and enjoyment. Focus for next year is to further support the children with SEND in the pool and aim for a higher attainment levels for children being able to swim 25m and perform life saving self rescue. This will support all children with their water confidence beyond primary school. We have also implemented new changing facilities for 2025/26 to allow for maximum learning time to take place within the pool.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Initial Assessment 8% of children were able to swim at least 25m. 3% of children were able to use a range of strokes effectively. 0% of children were able to perform safe self-rescue in different water-based situations.	
3. Perform safe self-rescue in different water-based situations	Final Assessment 30% of children were able to swim at least 25m. 14% of children were able to use a range of strokes effectively. 19% of children were able to perform safe self-rescue in different water-based situation	

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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	<p>As a school, we invested money into external coaches in new opportunity areas such as dance, kick boxing and performing arts. Teachers were present at all sessions, which allowed them to experience the sessions alongside the children and take away key activities and ideas to implement into their own active enrichment sessions. We were then able to gradually increase school teacher led activities as confidence increased amongst the team.</p> <p>We also had year group sessions, trips and enrichment sessions led by forest school practitioners across the year. Again, allowing staff members to build their knowledge and skills in OAA.</p>	<p>As PE lead, seek regular feedback from staff members to allow monitoring of staff confidence in certain areas of the curriculum. Focus on 25/26 to be on Physical Education curriculum to allow for skills based lessons to be of the highest standard.</p>
2. Increasing engagement of all pupils in regular physical activity and sporting activities	<p>We have continued to embed and offer our active enrichment programme alongside our physical education curriculum to engage learners in physical activity. All children take part in at least 45 minutes per week in activities away from traditional sport, in order to engage reluctant learners. Our children who find team sport and competition challenging, are able to find activities that they enjoy and can take away into their daily lives. The variation provided means all children find something they enjoy.</p> <p>All Do now activities on each of the humanities schemes are based on an active learning focus. Every humanities lesson years 2-6 require movement. Retrieval has also been a focus for activities which move around the room, reducing sedentary time within the classroom.</p>	<p>In the academic year 25/26 we want to allow for more competition-based activities to take place both within school and in the community and within our trust to provide more opportunities for sport and not just physical activity and education. Through our CAS lead and networking we can build up further connections to allow for these opportunities to take place.</p> <p>We need to continue to monitor this and ensure it is fully embedded into our curriculum. Allowing staff to feedback on activities that have gone well, and ones that have been adapted and changed. Reconnect with Move and Learn through CAS for further</p>

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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	<p>All year groups were offered at least 2 'active' extracurricular club opportunities per term. Increased support in clubs allowing for increased numbers of pupils to attend extra provision. All clubs had 2 members of staff from the spring term to allow for all children including those with SEND to attend any club on offer. External providers also offered swimming-based clubs and additional wrap around care.</p> <p>CAS lead in school shared practice with other schools across the Bradford district. We had practitioners from other schools to view active enrichment sessions. Pupil voice sessions taken place with students in year 4 and 5 to develop physical literacy and understand what the children want from their physical education lessons.</p>	<p>Aim to provide extra curricular activities at different times during the school day, children are not always able to join in with activities after the school day due to religious observance and family work routines. This is supported with the links to active enrichment.</p> <p>Continue to develop links with other schools to allow for best practice to be seen. PE lead to develop a strategy to gain more feedback from all pupils in order to provide children with meaningful physical activity and education.</p>
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	<p>See KP2 – Active enrichment strategy.</p> <p>Bike ability sessions for Years 5 and 6 across the academic year. Provided children with lifelong skills – promoting use of bikes and scooters as transport and to use during evenings and weekends. More children are using bikes – ensuring that they have the skills needed to use them correctly and safely throughout their lives.</p> <p>PE lead took part in sessions with Senior leadership team to focus on the physical education curriculum and how it developed throughout EYFS-Year 6.</p>	<p>We had set out to improve lunchtime provision across school to ensure that children were given more opportunity to take part in rangers of activities during the school day. We introduced new ideas and taught the children about them through the use of school assemblies. This needs to be reshaped in the 25/26 year to best use the space and members of staff on duty. This will also need to include training for staff.</p>
5. Increasing participation in competitive sport	<p>Some school links locally allowed us to meet with small groups of children and take part in competition.</p>	<p>Focus on providing much more opportunity to take part in these experiences for a wider range of children both in and out of school including inclusive activities for SEND</p>

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Aim	Why?	Key Area	Supporting evidence
Bikeability Sessions Y5/6	Provided children with lifelong skills – promoting use of bikes and scooters as transport and to use during evenings and weekends. More children are using bikes – ensuring that they have the skills needed to use them correctly and safely throughout their lives.	KP2, KP4	All children in year 6 took part in level 1 ready to ride and then 30% of children went on to complete the level 2 section which focuses on riding outside of the school grounds on roads. Teaching the children how to navigate the streets, this supports the ability to travel to school in future on bikes and scooters.
High quality swimming top ups for children in Year 5 and those in KS2 with SEND	Focus on the year 5 children in particular that had experience in year 4 but are still not reaching the below targets: swim competently, confidently and proficiently over a distance of at least 25 metres perform safe self-rescue in different water-based situations.	KP2, KP4	Final Assessment 30% of children were able to swim at least 25m. 14% of children were able to use a range of strokes effectively. 19% of children were able to perform safe self-rescue in different water-based situation
All children to be offered active extracurricular activities.	Increased support in clubs allowing for increased numbers of pupils to attend extra provision. All clubs will have 2 members of staff from the spring term to allow for all children including those with SEND to attend any club on offer. External providers also offer swimming-based clubs and additional wrap around care.	KP2, 3 and 4	The clubs were timetabled to run for terms, with each year group given the option of at least 2 clubs per week. In the Spring/summer term, provide clubs which again make links to the activities taking place in the wider community to help build excitement and confidence levels in children. All clubs had 2 staff members present allowing for all children to take part.
Continue to embed active enrichment away from the use of external coaching teams.	All children take part in at least 45 minutes per week in activities away from traditional sport, in order to engage reluctant learners. Our children who find team sport and competition challenging are able to find	KP1, 2 and 4	Worked with teams providing high quality sessions. £4418 spent with working with AE performance arts Prestford Dance and transport Kirkby...

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:

<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	<ul style="list-style-type: none">• Implemented new changing strategies to allow for maximum learning time in the pool and minimal learning time taken from other curriculum activities.• The continuation of the 3 week intense intervention worked with all children having a better understanding of skills and increased confidence throughout the sessions.• Children were banded into ability groups following the initial assessment to ensure that those who were able to were focusing more on a range of strokes.• All children were taught to understand the different water based situations and where they may need to use self rescue.	Year 4 children need more practice to gain their 25 metres, they will have chance to do this in year 5
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		Children in year 4 need additional time to practice all the strokes, they will have chance to practice this in year 5
3. Perform safe self-rescue in different water-based situations		

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*

Your objective: Lunchtime Provision



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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 lunchtime play provision to increase activity for least active groups.	<ul style="list-style-type: none"> • Training for Teaching assistants during assembly times to improve confidence and ideas for staff members to lead activities. • Pupil voice to find out the kind of activities that children want to take part in outside of the classroom. • Regular assemblies to introduce new activities to children and how to play safely • Continue to visit other schools through CAS to see how other schools have implemented similar ideas. 	Staff to be leading activities with confidence and presence on the playground. Children taking part in structured activities, learning rules and taking turns. Equipment to be handled safely and taken care of by children. A happier lunchtime experience for all children taking place in meaningful activities.	Regular check ins and training with teaching assistants. Pupil voice through school council sessions. Equipment regularly monitored and replenished when needed. Conduct regular observations of the playground.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)		Add text here	Add text here	£2500 Training and Equipment.

Your objective: Swimming Top Up



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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)	Provide high quality top up sessions in swimming to allow for more children to meet national curriculum requirements.	<ul style="list-style-type: none"> On site pool swimming coaches working with teaching staff supporting and observing practice. The children swim every day for 3 weeks in total, allowing them to experience the pool without the build up of any water anxiety from week to week when swimming off site. Intense intervention in our previous years swimming data has shown many more children hitting national curriculum expectations. 	<ul style="list-style-type: none"> More children achieving 3 key areas for swimming curriculum. All children with SEND to be taking part in daily swimming lessons over a three week period. Improvement in children's confidence from day to day sessions. 	An improvement on initial assessments, including water safety. To be added.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£6250 (Y5 only) £771.75 (SEND)

Your objective: Move and Learn



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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)	Provide physical activity opportunities through do now activities in humanities, maths and science lessons.	<ul style="list-style-type: none"> Review current schemes of work to check all year groups have opportunities on their curriculum. We need to continue to monitor this and ensure it is fully embedded into our curriculum. Allowing staff to feedback on activities that have gone well, and ones that have been adapted and changed Reconnect with Move and Learn through CAS for further support. 	<ul style="list-style-type: none"> Children become used to routines, every lesson needs to start with an activity which provides movement of some kind. Staff to feel confident in their practice and able to feedback to middle leaders about any changes. Children more engaged in topics, due to excitement and focus being a key theme developed through move and learn. 	Reconnection and work with move and learn team through CAS. Documentation on all schemed of work and short term planning. Consistent monitoring and training with CAS lead.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£2500 for support of external team and observation/training.

Your objective: School Competition



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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)	Provide more opportunities for all children to take part in competitive sport.	<ul style="list-style-type: none"> Allow for more competition-based activities to take place both within school and in the community and within our trust to provide more opportunities for sport and not just physical activity and education. Through our CAS lead and networking we can build up further connections to allow for these opportunities to take place. Trial the use of competition within blocks of physical education – through the use of the house system. 	<ul style="list-style-type: none"> Children competing with other children both in and out of the school environment. Children understanding sportsmanship and tactics. Children learning how to play fairly and understanding that taking part is important and winning is not always possible. Pride across school when representing your house, year group or school within the community. 	Networking with schools across trust and community built up through JUMP. Pupil voice – what do children want to take part in and with who? Children showing pride and discussing team games and rules with one another.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£1500 transportation/ability to host and attend competitions locally.

Your objective: PE Curriculum CPD



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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 ensure all staff are confident in the delivery of the skills based curriculum of physical education and are delivering high quality lessons with high quality resources.	<ul style="list-style-type: none"> Regular bitesize training within staff CPD. Observations and team teaching from PE lead in school. Resharing and discussing the bespoke curriculum. Planning support for all teachers during PE lead middle leadership time. Amnesty of resources and organization of this linked to key areas of sport. 	<ul style="list-style-type: none"> Improved teacher confidence when delivering PE lessons. Planning regularly checked and supported, especially for new members of staff. Monitoring showing children are active for the majority of the lesson. All children understand the objective 'what am I learning to do' Staff confident in delivering demonstrations of skills. 	Long term planning accessed by all members of staff. Regular updates provided. Research done by PE lead to ensure that curriculum is fit for purpose for the children served. Pupil voice planned into cycles to ensure children are able to articulate their learning.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	£1000 equipment £2000 release time/monitoring.

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