



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



Working Document
Commissioned by



Department
for Education

Created by



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YOUTH
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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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<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	91% of children in the year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres. The children who were unable to swim attended extra swimming lessons. Funding this year has been used to support those children in years 4 and 5 as well as year 6 who cannot swim so that all children can swim 25m and perform safe water rescue by the end of year 5.	<i>Only 4 children were not swimming confidently by the end of the year. 3 children were only swimming 5m. All of the rest of the children were all able to swim between 10 and 20 m.</i>
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	All of the children in years 4, 5 and top up swimming year 6 were able to perform all of the strokes effectively and swim at least 10m using them. 85% of the year 6 cohort.	The children were able to swim 25m + but their strokes were not always consistent and effective.
3. Perform safe self-rescue in different water-based situations	Each weekly swimming lesson for all year groups had an element of water safety. 85% of year 6 cohort.	

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. CPD for teachers and TA's who deliver PE curriculum sessions: Training for teachers and TA's new to swimming: Everything you need to know for school swimming Training for 2 teachers new to key stage 1: New to teaching KS1 PE PE lead: Inclusive PE New EYFS teacher: Early years PE Physical development and Dance</p>	<p>The two teachers that were new to KS1 attended a New to Key stage 1 PE course. This focused on the importance of fundamentals, how to organize and deliver PE lessons. Both staff came back feeling more confident.</p> <p>PE lead to attend inclusive and adaptive PE course in Autumn 2025-26.</p> <p>Two teachers attended the swimming course and are now able to support swimming staff during swimming lessons and help to assess the children.</p> <p>Primary teachers more confident to deliver effective PE and as a result improved % of children at EXS+ in attainment.</p>	
<p>2. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed. CPD for teachers and TA's who deliver PE curriculum sessions: •Identify key areas for development from staff questionnaire •Deliver 1 x staff training in Autumn term focusing on identified area: dance. •Deliver 1 x staff training in Spring/summer term focusing on identified area: striking and fielding/ Inclusive</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's at EXS + attainment in PE.</p> <p>This provision can be sustained due to in house expertise being deployed for CPD. Cover will be managed regardless of funding through other TA support.</p> <p>Dance staff meeting was delivered in Autumn term to both KS1 and KS2 teachers. The meeting focused on how a unit progressed each week and built up over the weeks/sessions. The staff meeting was practical and all staff took part. The training addressed some misconceptions in the teaching of dance and staff left feeling more confident.</p>	<p>Training in summer term for striking and fielding did not take place.</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>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>This year we have had an increase in all pupils from different groups attending extra-curricular clubs. We have taken a larger number of children to sporting fixtures. All clubs have been available to both boys and girls with the exception of girls football and boys football where separate clubs have run.</p> <p>We have ensured that we have entered as many competitions as possible especially those organized by the school games organizer that focuses on non sporty children or SEN. Examples of these are kurling, orienteering and Preston school games. Children who have been to these competitions are wanting to come to clubs in the next academic year.</p>	
<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> <p>Varied extra-curricular offer to engage all children including vulnerable and target group: girls, in physical activity and sport.</p>	<p>Clubs have been available to both boys and girls throughout autumn term. Clubs available were: boys and girls football, dance, judo, ball room dancing, gymnastics, girls and boys hockey, multi skills.</p>	
<p>5. Increasing participation in competitive sport</p>	<p>Children from all abilities have been taken to competitions to ensure participation of all in competitive sports is increased. We have also taken part in mini skills and multi skills competition and SEND multi skills competition. This year we have had more children representing the school that have never represented the school before.</p>	

Aims for the next academic year (2025/2026)



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<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		
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Your objective: Gymnastics



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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	To raise the standards of Gymnastics throughout school – focus on basic skill development and boys during lessons and in club.	<p>Gymnastic coach working with classes and teachers.</p> <p>After school gymnastic club with gymnastic coach.</p> <p>Gymnastic coach target year groups each term.</p> <p>CPD with Gymnastic coach/ PE specialist during staff meeting time</p> <p>Staff and pupil voice linked to gymnastics</p> <p>Purchasing more gymnastic equipment to support skill development</p>	<p>Standards of gymnastics throughout school raised.</p> <p>Teachers more confident teaching gymnastics.</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: Inclusive practice



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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	To improve inclusion for all target groups, DAP, SEND and EAL	<p>All chn to access 2 hours of PE every week.</p> <p>DD to attend adaptive PE course. (November - £175)</p> <p>Which area of PE do they struggle with and looking at adaptive provision for them.</p> <p>Working with SENCO to look at the needs of the children in their class and what adaptations can be made to make PE assessable for all.</p> <p>Analyzing Autumn data to highlight the vulnerable children in the different groups.</p>	<p>All children included in PE lessons and adaptations made will be evidenced.</p> <p>DD to liaise with ST and support staff on adaptive teaching in PE making sure staff are delivering inclusive, engaging PE sessions for all children.</p> <p>Staff are confident using SALT to adapt their lessons to make sure they are inclusive of all children.</p> <p>ST/ DD to work alongside SENCO to support staff to deliver inclusive, engaging and high quality PE lessons.</p>	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Your objective: Staff



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
<p>Plan and monitor</p>	<p>To increase confidence, knowledge and skills of all staff in teaching PE and Sport.</p>	<p>External training DD – New to PE lead (November/ February)</p> <p>DD - Lancashire PE Passport Platform Refresher Course (November - £85)</p> <p>DD - Physical Education Subject Leaders Network Meeting (January - £97)</p> <p>Safe Practice in Physical Education, School Sport and Physical Activity (February £52)</p> <p>RR – New to key stage 2 (Nov - £175)</p> <p>HM – New to key stage 1 (Jan - £175)</p> <p>DD - To attend adaptive PE course (November - £175)</p> <p>Year 4 teachers/ TAs who are taking children swimming to attend training - Everything You Need to Know for School Swimming</p> <p>Gymnastic coach working alongside teachers from year 6 to year 1.</p> <p>Staff voice to highlight other areas staff would like training on.</p> <p>In-house team teaching PE lessons using PE specialists</p>	<p>DD feels more confident leading and supporting other members of staff with the delivering and management of PE throughout school.</p> <p>DD to develop confidence assessing using the Lancashire PE Passport Platform and to be able to support staff members with this.</p> <p>To make sure DD is up to date with current national and local issues around teaching and learning in curriculum PE and feedback to the head teacher and PE governor.</p> <p>DD will be up to date with recent developments in legal practice, national guidance, statute law and case law.</p> <p>RR/ HM feel more confident delivering and assessing high quality PE lessons.</p> <p>DD to liaise with ST and support staff on adaptive teaching in PE making sure staff are delivering inclusive, engaging PE sessions for all children and using SALT.</p> <p>Teachers and TAs who take the children swimming will be familiar with the school swimming programme of study. They will feel confident to adapt the lessons to meet children's learning needs.</p> <p>Teachers to lead the lesson but Laura to demonstrate skills and how to perform them correctly. Giving the teachers confidence to deliver lessons in Gymnastics.</p>	<p>Add text here</p>
	<p>What impact have you seen?</p>	<p>Are the improvements sustainable? How?</p>	<p>Supporting evidence</p>	<p>Approx. cost</p>

Your objective: Assessment



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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	Assessment – For all staff to complete the assessment on PE passport.	Refresh of PE passport and how to access the children during a staff meeting lead by Jess. PE Passport – NON Negotiables sent out to staff.	All teaching staff to use PE passport to assess the children. All teaching staff to video the whole class at the beginning and end of a unit. All teaching staff to video a child who is silver at the beginning and end of a unit. All teaching staff to video a child who is bronze at the beginning and end of a unit. All teaching staff to video a child who is gold at the beginning and end of a unit. (If any – at the start of a unit) Mixed age classes to complete 7 videos. 1 of the above for each year group. All teaching staff to fill in the outcomes for each PE session. All teaching staff to complete the assessment after delivering lesson 6.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				

Your objective: 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
Plan and monitor	Swimming - Provide top-up swimming for all children in Years 4-6 who have not yet met the National Curriculum requirement of self safe rescue and being able to swim 25m.	Subject lead to plan top-up swimming from the most suitable venue or provider. Teachers and TAs who attend top up swimming alongside children to attend CPD. Teachers and TAs to be assisting swimming teacher by taking small groups.	A higher percentage of children in Years 4 – 6 being able to swim 25m and perform a self safe rescue including children with SEND.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)				