

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

Commissioned by



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:

- [Complete the PE and sport premium expenditure reporting return - GOV.UK](#)
- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2024 to 2025 - GOV.UK](#)

Review of the last academic year (2025/2026)



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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.	The curriculum was refined during 2025 – 2026. This was addressed through PSHE lessons and an Assembly.	

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	PE is timetabled throughout the year by the PE Lead to ensure that sufficient time and space is provided. High quality PE is supported to be delivered through quality teaching and learning resources.	Due to staffing changes and loss of a HLTA, release time for PE lead was limited.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	All children have opportunities to engage in a variety of sports; including new activities and may pursue these beyond school.	EYFS environment has been identified as an area for more investment to provide more fine and gross motor skills opportunities.
3. Raising the profile of PE and sport across the school, to support whole school improvement	Activity zones are in use outside and are well equipped, children are aware of where they can access the equipment for different activities.	Some resources have become worn and broken which need to be replaced and used in a zoned way on the playground.
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	Children experience Forest School provision to enhance the curriculum. A range of after school clubs are on offer to all children to access including gymnastics.	
5. Increasing participation in competitive sport.	All children experience a competitive sports day.	Staffing challenges have meant that participation beyond school has not been possible this year.