

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

Commissioned by



Department
for Education

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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.

<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	67% completed. Top up swimming lessons for those requiring additional support. Specialist support provided for SEND children.	Children to start swimming from Y4 next academic year due to several refusals from our Y6 non swimmers.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% completed	Add text here
3. Perform safe self-rescue in different water-based situations	47% completed	Add text here

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	Staff CPD provided through investment in our SLA programme. Specialist coaches were employed to work alongside and upskill teachers. Teachers gained valuable planning and delivery experience. West Park Academy's PE Specialist support teachers throughout the year as and when required. Support provided in delivery techniques and lesson content. Ensuring lessons were inclusive and progressive.	More staff to benefit from specialist support through observation of lessons.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	An extensive range of after school clubs provided free of charge. All clubs are inclusive and Support has been provided for our SEND pupils when required. All clubs delivered by staff meaning that, going forward, they are sustainable. Pupil voice has been used to ensure the children are accessing a wider range of experiences that they have shown interest in.	

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	All children have access to a broad and balanced curriculum that is inclusive and progressive. Lessons are fun and engaging supporting all children to develop a life-long love of movement. Children also take part in a range of competitive and non-competitive experiences both in and out of school. Play leaders are trained to support the younger children during lunchtimes to be active by offering a range of different games each day. All children take part in regular 'brain breaks' throughout the day. These movement breaks not only provide an opportunity for pupils to be active but also to re-gain focus in lessons	Add text here
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	Lessons and extra-curricular sessions are fully inclusive – all children are given equal opportunities to attend.	Add text here
5. Increasing participation in competitive sport	Children have enjoyed performing in Dance shows in school for parents aswell as attending the local Dance festival at the Hippodrome. Across the key stages, children have participated in a range of competitive and non-competitive events.	We have enjoyed our intra events which have been enjoyed by all children. Often the inter events held by the School Games require us to only select certain children. We do try and give all children opportunities to attend but staffing events can prove to be a challenge.

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	71% passed this year compared to 67% last year.	More support needed for the complete non-swimmers. More instruction for those lacking in technique.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	67% passed this part this year = to last year.	Add text here
3. Perform safe self-rescue in different water-based situations	67% passed self rescue this year, an increase of 20% from last year.	Add text here

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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YOUTH
SPORT
TRUST

	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 Play Leader role. Y6 children to support the younger children in lunchtime activities. Play Leaders to receive bespoke training every half term by Mrs Black. Play Leaders will give out certificates in a celebratory assembly each Friday – choosing children who have shown good physical literacy and demonstrated good teamwork attributes. 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 Outdoor play provision such as OPAL	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 Play Leaders 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.	Play leaders have supported lunchtime activities all year. They have planned and delivered fun, active lunchtime games and choose a sporting champion each week. The Play Leaders give out these awards during a Friday celebratory assembly. More equipment is available to use during lunchtimes. This equipment is used in our Multi Unit Games Area which allows the children access to more interactive games.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	So far, Play Leaders are leading a broad range of activities and actively seeking children that are not engaged in physical activity during lunch times. Midday supervisors 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. Girls are proving to be the hardest group to engage as some are still choosing not to be	Continued training for lunchtime leaders. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Play Leaders are trained regularly to provide motivation and opportunities to add to their play plans.		£1500

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)	Develop participation in extra- curricular activities – these will be in addition to the PE provision.	Offer a wider range of sporting after school clubs across the school. Develop breakfast club activities. Sensory circuits – children identified by class teachers who would benefit from this approach. Ensure classes are implementing regular active brain breaks. Children in breakfast club will also be accompanied by our sports coach who will oversee activities.	An increase in levels of activity in our young people. Activities for clubs designed around pupil voice will mean that the children may get the opportunity to participate in sports/games that are new experiences. To develop a life-long love of movement by making the sessions fun and engaging.	Children from Years 1 –6 have taken part in a range of after school clubs including Dance, Multi-sports, netball, football and Energy Club. Children during breakfast club also engage in an active start under the guidance of our Sports Coach.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	So far, children in Dance club have enjoyed performing in front of the families, teachers and friends. This has built confidence and resilience as many have never been on a stage performing before. Children have had the opportunity to participate in new sports and find new passions and interests. Some children who have previously advised that they don't enjoy PE are now thriving in their club sessions – developing team-work skills and physical literacy. During breakfast club, children have participated in multi-games activities where they have an active start to the day to prepare them for learning	Clubs are led by staff who receive continuous support and training from the PE lead. Staff are upskilled so that they feel confident when running these sessions.	Through pupil voice, staff observations, participation records, and feedback from parents, I have seen improvements in pupils' confidence, teamwork, communication skills, and engagement with school life. I have witnessed children developing greater resilience, discipline, leadership skills, and a stronger sense of belonging through involvement in sports, clubs, and enrichment opportunities.	£4900

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)	An increase in pupils' attainment in PE.	Staff to receive ongoing CPD in targeted areas of weakness. Staff survey to identify gaps in confidence and direct the support accordingly. Staff training to be provided by Move More coaches and by our in-house PE Specialist. The PE lead will observe PE lessons across the key stages and offer feedback and support to achieve maximum benefits from lessons. The PE lead will also ensure that the PE curriculum is broad and balanced to provide a wide range of experiences for our children.	When staff confidence increases so will the quality of delivery. Children will be active for longer during lessons. Lessons will be structured and progressive. Teachers will be able to assess children and develop any relevant areas through targeted support. Teachers will be able to adapt lessons as and when required to meet the needs of their children. Pupils will enjoy their lessons and feel motivated to move.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	So far, Y4 have received Dance coaching which has developed their subject knowledge in this strand of the curriculum. Other teachers have also had the opportunity to join in with these sessions with Mrs Black.	Our PE specialist is available for year-round support when needed. Coaches work alongside teachers to upskill not used as PPA cover.	Add text here	£8500

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)	An increase in pupils' attainment in swimming and water safety.	We have started our lessons in Y4 to try and plug the gaps in skill earlier. The children will swim in Y4 and Y5 and any gaps will be filled in Y6 using the 2 week block provided by the Dolphin Centre. Water safety talks are carried out by staff from the Dolphin Centre.	Children become confident swimmers over a distance of 25m. Children will understand the dangers of open water and know techniques that would help them should they find themselves in danger.	This year, Y4, 5 and 6 have all attended weekly swimming sessions. Our pass rate of 25m swim has increased by 4% and self rescue has increased by 20% from last year.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Y4 are currently enjoying their swimming sessions. Participation is higher than previous years – fewer refusals to take part.	Swimming remains sustainable by embedding it within our wider PE provision, developing partnerships, and working collaboratively with the Dolphin Centre to maintain access for pupils. This ensures children continue to develop essential water safety skills and physical confidence.	The Dolphin Centre monitor and assess the children during each session.	£1000

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)	Pupils to have more opportunity to participate in inter and intra sports festivals and competitions. Providing more opportunities for pupils to participate in inter-school and intra-school sports festivals and competitions contributes to their physical, social, emotional, and academic development while helping them build valuable life skills and discover their talents.	Through the School Games, children will access and wide range of sporting events and festivals. As well as these events, children will also take part in School Games days and sports days at school. Also, at the end of each coaching block, children will have the opportunity to compete in activities alongside their peers. Children will take part in a Colour Run, Escape Room challenges and Quidditch Day.	Extra-curricular activities provide opportunities for children to discover and develop their unique talents and interests. Exposure to a wide range of experiences allows them to explore potential strengths and passions that may influence their future educational and career choices. Early identification and nurturing of talent can lead to greater personal fulfilment and achievement.	Add text here
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The increased participation of children in extra-curricular activities has had a positive impact on their overall development. Children have demonstrated improved physical fitness, greater self-confidence, and stronger social skills through regular engagement in a variety of activities. They have also developed important qualities such as teamwork, discipline, resilience, and leadership. Furthermore, participation has enhanced their emotional well-being by providing opportunities for self-expression, achievement, and positive peer interaction. Overall, these experiences have contributed to the development of more confident, motivated, and well-rounded learners.	The intra school activities are sustainable as are co-ordinated by West Park Academy staff.	The impact on children is evidenced through increased participation rates, positive pupil and parent feedback, staff observations, and pupils' achievements in sporting and extra-curricular events. These measures indicate improvements in confidence, teamwork, resilience, and overall well-being."	£3600