

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

Commissioned by



Department
for Education

Created by



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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:

- [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 (2024/2025)

- 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 focussed 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	79% of pupils on yr6 meet this requirement.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	79% of pupils in yr6 meet this requirement.	
3. Perform safe self-rescue in different water-based situations	85% of pupils in yr6 meet this requirement.	

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		
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	School received the Platinum School Games Mark award for its commitment and engagement in the School Games for 2024/25.	
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	As part of sports week we had Team Rubicon visit for the day to provide all children with skateboarding lessons. We also took the whole school to Moors Valley Country Park to provide a full day of being active in the forest which included orienteering sessions.	

5. Increasing participation in competitive sport

63% of children participated in intra sport competitions. 75% of these were SEND pupils. 70% of these were PP pupils. 52% of girls took part.

71% of children participated in inter sport competitions. 56% of these were SEND pupils. 52% of these were PP pupils. 72% of girls took part.

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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 focussing 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*

Swimming and Water Safety	Input data	Reflections
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	87% of pupils in yr6 meet this requirement.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	87% of pupils in yr6 meet this requirement.	
3. Perform safe self-rescue in different water-based situations	72% of pupils in yr6 meet this requirement.	

Aims for the next academic year (2025/2026)



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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 focussing 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)

Example objective shown below is for reference purposes only:

	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 (training programme), 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 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.	Youth 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	Activity 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 active	Continued training for activity leaders and bringing new leaders into the group to bring new ideas and expertise. More leaders will also mean more activities are able to be delivered. Continued training with midday supervisors. Establish lead midday supervisors to empower them and give them ownership. 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?	100 out of 100 activity leaders want to carry on with this role next year. 30 more children have enquired to joining the team. 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 92% 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 - 89% Yes - Do I enjoy lunch time? 97% Yes - Have I joined in with a game with the activity leaders? 100% Yes	Physical Resources - £1000 CPD for staff - £500 OPAL - £8000

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	Headline Intended Impact on Pupils – All pupils' will receive 2 hours high quality physical education every week. 100% of pupils will be developed in their physical, cognitive, social and emotional learning. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week. - To ensure all children are participating in two hours a week of high quality PE the Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. - Additional courses/CPD programs for other areas of the curriculum and NQT support Utilise interactive PE curriculum to ensure high quality delivery and consistency of the PE provision	- Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. Support for PE leader included. - Book in local authority courses for teachers based on confidence surveys and observations. - Create CPD timetable for in house CPD delivered by PE leader based on confidence surveys and observations. - AfPE Level 5 Primary PE specialism course to be booked for PE subject leader. - Ensure Complete PE annual membership is paid. - Resources replenished and updated.	As a result of a bespoke CPD, Local authority support/courses, In house 1-1 CPD, staff insets, courses, interactive SOW and updating equipment we expect to see significant impact.	Staff confidence in October 2025 showed that 25% felt confident in teaching high quality PE. 25% felt confident in making accurate assessments. 25% felt confident and competent using Complete PE
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost

	<i>CPD for all teachers in Complete PE, use of assessment programme on</i>	<i>Staff will be confident and better able to deliver high quality PE lessons. PE Leader</i>	<i>PE leader has been team teaching with two NQT's who now feel more confident teaching PE.</i>	<i>£1500 Level 5 course</i>
Evaluate	<i>Complete PE and several staff insets on delivering high quality PE over a six month period 2025-26. Staff survey in April 2026 now shows 100% of staff have a good understanding of high quality PE, 100% are confident in their delivery and 100% have a good understanding of Complete PE.</i>	<i>has completed the AfPE Level 5 Primary PE specialism course. This allows sustainability going forwards as PE leader can continue to upskill staff in house.</i>		<i>£3964.91 CPD</i>

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	Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.	Invest in Cross Curricular Orienteering. This will improve our OAA offer to pupils and provide staff with a resource to allow for more active lessons. The portal offers active lessons in all aspects of KS1 & KS2 curriculum. Staff training in its use booked for September 2025.	Pupils more active throughout the week during a variety of lessons. More pupils enjoying being physically active.	Staff confidence in June 2025 showed 25% felt confident teaching OAA. No resource available to adequately teach orienteering. No resource to promote active learning.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost
Evaluate	CPD for teachers in September 2025. 100% staff feel confident in teaching OAA. (orienteering). More active lessons for all pupils in KS1 and KS2. Improved ability for all pupils in reading maps.	PE Leader has completed the AfPE Level 5 Primary PE specialism course. This allows sustainability going forwards as PE leader can continue to upskill staff in house. PE leader delivers refresher CPD in Cross Curricular Orienteering annually	Orienteering is timetabled in curriculum map for Autumn 1 term.	£6115

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils. Ensure provision of competitions covers Intra and Inter and is inclusive and accessible to all – linked to life skill development.	- Continue to drive effective house system for engaging in competition in lesson time. This means there will be 5 intra competitions for yrs5&6 and 2 intra competitions for yrs3&4. - Focus on personal development (key life skills) through competition, bespoke to pupils needs. Organise Inter competition for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Christchurch Sports Partnership package and school games competitions. This will also improve links with other schools at the same time providing excellent competition opportunities for all children in all year groups.	Increased participation in intra and inter sport competitions and festivals specifically targeting Send, PP children and girls.	Sports participation analysis maintained for each academic year to monitor attendees for intra and inter sport competitions with focus on SEND, PP children and girls
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Cost

	92% of children participated in intra sport competitions. 71% of these were SEND pupils. 85% of these were PP pupils. 92% of girls took part. 67% of children participated in inter sport competitions. 44% of these were SEND pupils. 56% of these were PP pupils. 65% of girls took part.	Continue to invest in SLA with Christchurch Sports Partnership to provide inter sport competitions and festivals – over 40 per academic year. PE Leader to maintain intra sport competitions through hose match program.	Christchurch Competition Calendar for 2026/27 issued in September. House match program started in September.	£6310.09
Evaluate				

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				
	What impact have you	Are the improvements	Supporting evidence	Approx. cost

	seen?	sustainable? How?		
Evaluate				

Your Objective:

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor				



	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate				

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