

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	26/29 could swim 25 metres.	Travel time of 60 mins for a 30 min session Offered extra sessions for 2 that couldn't swim 25 metres to go with younger year group but they wouldn't go.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The same 26 could use at east 2 strokes with some effectiveness.	
3. Perform safe self-rescue in different water-based situations		Only one session on this for one group of children

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	- Using 'getset4pe' provided confidence for school staff- particularly ECTs teaching new units. Teacher Voice survey demonstrated this. - Watford FC and Chipperfield Corinthians led some football sessions in Year 1 and 2 for staff to have cpd. Teacher Voice said these sessions were beneficial in giving ideas for structure and organization.	Still lack of confidence in certain areas of PE curriculum e.g. gym and dance
2. Increasing engagement of all pupils in regular physical activity and sporting activities	- Completed National Survey on Kobocca to find out which children are active, semi active and not active so the Year 6 leaders to lead activities/ clubs for the less active children. They led a dance club throughout the year which was well attended. - Orienteering carried out more in Year 5 and 6 as part of curriculum time	Require more 'different' activities on the playground to encourage further physical activity and lunch and playtimes. Monitoring of physical activity - Movement in other curriculum areas needs monitoring and supporting.

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	- Leadership of Sports Committee- leading sports days, leading weekly assemblies to celebrate success and achievement, leaders' newsletter. - Links with DSSN, included a Sports and Leadership Achievement assembly celebrating success at our school.	Display in gym to promote key sports events.
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	- Quidditch event for the whole school within World Book Week - Scooter workshops for Year 5 and 6 and whole school assembly (Mike Mullen) - 'Can do' events attended by SEND pupils in KS1 and KS2.	Equipment and ideas required for our most SEND children so they get equal access to movement moments. Commitment to clubs offered
5. Increasing participation in competitive sport	Every child took part in a festival/ event within the year. EYFS x 1, Year 1 and 2 x 2, Year 3 and 4 x 2 and Year 5 and 6 x 2. Took part in DSSN and School Games netball and football leagues (able to have 3 football teams due to support from parents.) Year 4, 5 and 6 were involved in football tournaments, with B teams attending. Most able children involved in basketball, table tennis, cross country, tag rugby, cricket and athletics events.	

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	70% can swim 25 metres Plan to get pools to schools next year to top up these children.	So much travelling time, so little time in the pool. 30% cannot swim this.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)		
3. Perform safe self-rescue in different water-based situations		

Review of the last academic year (2024/2025)



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Aim	Why?	Key Area	Supporting evidence
To develop confidence of less experienced or less confident staff to deliver high quality PE lessons.	ECT and new staff to the school showed less confidence in teaching PE on a survey.	Indicator 1	Staff questionnaire completed Accessed DSSN CPD opportunities Watford FC- Joy of Moving programme Chipperfield Corinthian coach supported in PE lessons
To ensure access to range of opportunities for all children.		Indicator 2 and 5	Accessed DSSN and School Games whole class events Sports leaders assemblies to highlight range of physical activity available.
To promote children's leadership in physical activity extra-curricular clubs and lunchtime activities	To get children inspired by the older pupils, to ensure they live long healthy lives with physical activity at the heart of it. To develop some children's confidence through leadership, and increase their physical activity by leading it for others.	Indicator 4	Accessed leadership training day for Sports Committee Timetabled activities for children to lead Paired children up with staff to support this leadership Got the girls football team to lead the biggest girls football event with female coaches
To provide new experiences to inspire and engage all pupils.	Resilience and commitment have declined- this will help across the curriculum.	Indicator 2 and 4	Invited Mike Mullin in to do BMX workshops in Autumn term
To provide competitive opportunities for all, including SEND and talented.	Some children highlighted the fact that they felt they hadn't represented our school at events. We want every child to represent.	Indicator 5	Attend leagues, tournaments and festivals provided by the DSSN and School Games.

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: To increase offer of physical activities on the playground.



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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 increase offer of physical activities on the playground.	Buy a wider range of equipment, considering inclusion such as: circus skills, silent disco, blaze pods, jenga, crossbow set and reaction games.	Increased physical activity moments for children at break and lunchtime. Observing more physically active children at lunchtimes. Year 6 leaders running clubs at lunchtimes- well attended.	Playground Patrol actively involved for 2 terms, using new equipment and running clubs. Registers as evidence. Need to build on this next year to increase commitment. PE shed moved to playground to make it more accessible at playtime.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Year 6 are leading daily lunchtime clubs- dance, golf, cricket and fitness, using wide range of new resources. Taking music out has had the biggest impact on children moving.	We now have resources to last- blaze pods, silent disco headphones and better storage solutions.	Registers collected via the school system- arbor to register interest, and others joined once they observed it happening.	Cost of equipment= £900

Your objective: To ensure all children, in particular SEND, have access to physical activity within PE sessions and outside of them.



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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 children, in particular SEND, have access to physical activity within PE sessions and outside of them.	Cpd offered from DSSN and YST. PE Conference attended with focus on inclusion Sensory Circuit cpd for whole school with links to movement moments. Links with Forest Schools initiative and outdoor learning. 2026-7 Pools in School to Top Up and add to offer	Children with SEND having PE sessions well adapted for them, with confident staff leading these sessions. Better progress in swimming ability- additional offer to Yr2, 4 and 6. (2027)	Sports Days well adapted for all children- levels of challenge. Achievements of physical targets set for children with SEND
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	1:1 staff have access to sensory circuit materials so can deliver this to SEND pupils during PE lessons and extra to this. Particularly beneficial in Year 1.	Staff have had training so feel able to lead these sessions.	Timetabling in some Year groups with SEND. Staff voice survey	PE Conference cost= £220 Watford cpd= £560 Judo for Year 4- £900 Sports Day £390 Pools for Schools £3500

Your objective: To develop physical activity offer in EYFS through bikes



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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 develop physical activity offer in EYFS through bikes	Buy balance bikes and Reception teacher to attend training	More children having access to more bikes in outdoor learning sessions.	Photographic Meeting with EYFS lead to discuss positive impact
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	EYFS teacher says that more children are accessing them and have gained confidence quicker this year than previous.	For as long as the bikes last, and the training has given confidence to staff running sessions.	Timetabling Observation of improved skills.	Bike and cpd cost= £1347

Your objective: To increase OAA offer across the school, which can be used to build movement across the curriculum



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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 increase OAA offer across the school, which can be used to build movement across the curriculum	Update orienteering in school for KS2 and add KS1 markers, cpd for staff to learn to use this and an experience day for 7 classes in school. Year 3-5 attend Phasels Wood for a day of OAA. Check OAA across the curriculum- getset4pe units- who covers this? and gain teacher voice about these units.	More movement moments within the school day. OAA getting high profile. Outside spaces being used in curriculum	Resources regularly being used in Summer Term- World Cup Yr3 and 6, SPAG sessions in Year 5 Phasels Wood and orienteering day- registers of attendance, photographic
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Cpd has given staff confidence to use orienteering in range of lessons. Children are physically active in more subjects.	The orienteering markers are metal so more hardy- will last. Maps have been laminated. Lots of adaptability of resources to keep fresh and new.	Timetabling orienteering once a week in every class. Resources are accessible for all to use.	Orienteering Day, cpd and markers= £3000

Your objective: To promote and engage in a wider range of physical activities to inspire and engage, with consideration of who is being represented.



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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 promote and engage in a wider range of physical activities to inspire and engage, with consideration of who is being represented.	Plan a Paralympic Roadshow for whole school involvement. BMX day with Mike Mullen in October to promote resilience. Dance Day to promote dance and dance in other cultures. KS1 and KS2 Can do events to be attended by SEND	Positive experiences gained by pupils. Resilience in pupils tackling tasks.	
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Flearning opportunities in lessons like maths- confidence grown in particular pupils with lower self esteem. Dance recognised more in the newsletter/ celebration assemblies- recognition of it as a sport. Dance on playground observed- more children attending dance and drama clubs.	Children's learning about resilience should stay with them through school.	Every year group has attended 2+ whole class events this year through DSSN/ School Games- photographic evidence, end of year survey data analysis. Data analysis shows improvement in self-esteem and resilience, and more positive bout transition. Photographic evidence of enrichment days and newsletters/ noticeboards celebrating all events.	BMX day= £635 Dance Day = £415 Para-roadshow day= £600 DSSN Membership- £1300 Transport to events= £2216