



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

Commissioned by



Department
for Education

Created by

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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)



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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	At the beginning of the academic year, all children were assessed to determine their swimming proficiency. Based on the results, eight children were selected to continue their swimming lessons at the 25m indoor pool.	Timings – There were occasions when other schools were booked at the same time, which meant the children had to share instructors.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	The children in the 25m pool were taught a range of swimming strokes. Meanwhile, the remaining children in the training pool learned to swim using floats, which were gradually removed as their confidence and ability improved.	Not all children able to use a range of strokes effectively (however, all children made progress from their starting points).
3. Perform safe self-rescue in different water-based situations	Taught and discussed during Afternoon Learning Review.	Children were not explicitly taught safe self-rescue techniques for different water-based situations.

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</p>	<p>CPD for support staff on playground games. PE coaches attended multiple Inset training days led by Lead PE Coach.</p>	<p>Specialist PE coaches lead PE sessions across the school so class teachers do not get the opportunity to teach PE lessons (other than the knowledge review of key learning during AFL).</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>All children participated in weekly PE lessons. All Year 4 children attended swimming lessons weekly (other than for illness). All Year 4 children attended Platform Cricket sessions for a half term. Year 5/6 girls attended Inspire Her Chelsea Girls.</p>	<p>Limited competitive sport opportunities for KS1.</p>

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	Successful Sports Day Good attendance at Multi-Sports Club PE coaches on break and lunch duty supporting with a range of sports on the astro (tennis, football etc.).	Next steps: <ul style="list-style-type: none"> - PE Stars of the Week for each class (1 x boy, 1 x girl). - Include Sports Competition section in bi-weekly newsletter
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	INSPIRE Her Chelsea Girls – implemented and running bi-weekly for Year 5/6 girls Free Multi-Sports Club running 4 days per week after school	Next steps: <ul style="list-style-type: none"> - Continue with INSPIRE Her - Continue with the Multi-Sports Club offer
5. Increasing participation in competitive sport	A wide range of local sports competitions attended.	Next steps: <ul style="list-style-type: none"> - West London Cluster sports KS2 league - Increased opportunities for KS1 children

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:
 - Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
 - Increasing engagement of all pupils in regular physical activity and sporting activities
 - Raising the profile of PE and sport across the school, to support whole school improvement
 - 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
 - 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	Add text here	Add text here
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Add text here	Add text here
3. Perform safe self-rescue in different water-based situations	Add text here	Add text here

Aim	Why?	Key Area	Supporting evidence
Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	To ensure all KS1 and KS2 pupils are participating in high-quality PE every week.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities, prioritising CPD and training where needed.	Staff confidence surveys, pupil's attainment data, lesson observation reviews, pupil voice.
All pupils want to represent their school at inter-school competitions.	To ensure all pupils develop a sense of community and belonging through sport and develop a sense of sportsmanship.	Increasing participation in competitive sport	Interschool tournaments taking place throughout the academic year, increased interest in taking part in team sports.
Pupils have a chance to experience coaching from expert sport specialists.	To ensure pupils are exposed to a wide range of sports and increased interest in sports for previously inactive girls.	Raising the profile of PE and sport across the school, to support whole school improvement	Pupils attending workshops in school and out of school from expert and specialist coaches.
To continue after-school sports clubs.	To ensure pupils can continue developing a love for sport and strengthening key skills taught in weekly PE lessons.	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	White British children and disadvantaged children are accessing clubs.
To audit the current PE equipment with new equipment purchased where necessary to enable new sports to be introduced to children in PE lessons and sports clubs.	To ensure that high-quality lessons can be delivered to pupils.	Increasing engagement of all pupils in regular physical activity and sporting activities	Equipment does not need to be purchased regularly and is stored correctly and safely to prevent damage.

- 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:

	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)	Focus on teacher training ensuring all teachers are confident to enjoy teaching High Quality Physical Education.	Staff CPD to continually ensure staff feel confident in delivering high quality lessons.	Confident teachers delivering high quality physical education lessons with a high engagement from pupils who show a desire to achieve .	Staff confidence surveys to identify any areas teacher additional CPD. Pupils' attainment data increases, lesson observation reviews so increased engagement and achievement from pupils. Pupil voice with groups of children of a varying age and ability.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	All pupils want to represent their school at inter-school competitions.	Organise interschool tournaments across the cluster for children to partake in sports they have developed skills in throughout the academic year.	Pupils developing a sense of sportsmanship, pride in representing their school, a desire to compete in familiar sports.	High engagement from pupils wanting to try-out for school sports teams. All pupils to attend interschool tournaments
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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 have a chance to experience coaching from expert sport specialists.	Workshops to take place both on site at school and offsite to engage children within new sports. Workshops to target specific groups of children, girls & SEND. Interschool festivals organised to celebrate the development of these skills and continue to encourage a sense of belonging to a team and sportsmanship.	Increased engagement in sports, increased interest in sports for previously inactive girls.	Pupil voice that demonstrates a developing interest in a particular sport they have been introduced to at school.
What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost	
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	To continue after-school sports clubs.	A variety of sports clubs are offered to the children that is inclusive to all year groups. Sports clubs can be targeted to those children that do not already take part in a school sports team.	A variety of children engaged and enjoying different sports outside of the allocated PE slot. Confidence and skills are developed for these children and they continue to have a growing interest in the sport.	White British children and disadvantaged children are accessing clubs.
What impact have you seen?	Are the improvements sustainable? How?		Supporting evidence	Approx. cost
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here

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)	To audit the current PE equipment with new equipment purchased where necessary to enable new sports to be introduced to children in PE lessons and sports clubs.	PE teachers to have allocated time to audit the equipment and identify if new resources are required.	All equipment used in both lessons and clubs is to a high standard and is well looked after by staff and children. Children are taught how to use equipment correctly to ensure it is not damaged or broken in lessons.	Equipment does not need to be purchased regularly and is stored correctly and safely to prevent damage.
What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost	
Evaluate (Complete in July)	Add text here	Add text here	Add text here	Add text here